# Thomas

# Modern Language Journal

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AND THEIR RULES
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Note.—Readers are reminded that mention on the cover, or the relative order of contributions in the *Journal*, does not necessarily carry implications as to the comparative merits of contributions. The *Journal* is equally grateful to all its contributors, past, present, and potential, for their co-operation.

# A Comparative Study of the Vocabularies of Forty-Five Italian Textbooks<sup>1</sup>

Journal

By Laurence Hervey Skinner
Miami University, Oxford, Ohio

THE present study represents an effort to establish a basic Italian list of approximately 3000 words most common to all Italian textbooks with vocabularies currently used in the high schools and colleges of the United States. The figure 3000 was aimed at because it is generally considered to be an adequate vocabulary attainment for the two-year high-school course or for the first year in college. The intention has been to include all Italian texts supplied with vocabularies issued by standard American publishers. These total forty-five and may be classified as (A) "made" material: twenty grammars, composition books, and readers; and (B) literary material: twenty-five reading texts. They are as follows:

#### Δ

Arbib-Costa: Advanced Italian Lessons, Italian Book Co., 1924

Arbib-Costa: Italian Lessons, Italian Book Co., 1933

Bowen: Italian Reader, Heath, 1897

Capocelli: L'Italia nel passato e nel presente, Holt, 1930 Clark: Italian Lessons and Readings, World Book Co., 1927 Covello-Giacobbe: First Book in Italian, Macmillan, 1928 Covello-Giacobbe: First Reader in Italian, Macmillan, 1933

Grandgent: Italian Composition, Heath, 1904 Grandgent: Italian Grammar, Heath, 1915

Marinoni: An Elementary Grammar of the Italian Language, Brentano, 1920

Marinoni: An Italian Reader, Brentano, 1923 Marinoni-Passarelli: Andiamo in Italia, Holt, 1932 Marinoni-Passarelli: Simple Italian Lessons, Holt, 1931

Phelps: An Italian Grammar, Ginn, 1917

Rendi-Tutt: An Italian Reader for Beginners, Crofts, 1932

Russo: Elementary Italian Grammar, Heath, 1929

Russo: Nel Paese del sole, Heath, 1934

<sup>&</sup>lt;sup>1</sup> Thanks are due to my colleague, Mr. Joseph A. Russo, for critical aid, and to Miss Elva Corell and Miss Marjorie Arnold for able and careful assistance. This study was completed in April, 1935.

Wilkins: First Italian Book, Heath-Chicago, 1928 Wilkins-Marinoni: L'Italia, Heath-Chicago, 1933 Wilkins-Santelli: Beginners' Italian Reader, Heath, 1925

R

Bracco: Il Piccolo santo (Aitrocchi-Bloch), Century, 1929 Collodi: Avventure di Pinocchio (Goggio), Heath, 1932 Cowper: Italian Folk Tales and Folk Songs, Heath-Chicago, 1929

Cowper: Hattan Folk Lates and Folk Songs, Heath-Chicago, 1929

Dante: La Vita nuova (McKenzie), Heath, 1922 De Amicis: Cuore (Moore-Rotunda), Heath, 1925

Deledda: Il Vecchio della montagna (Fucilla), Heath-Chicago, 1932

Farina: Fra le Corde d'un contrabasso (Schobinger-Preston), Heath-Chicago, 1932

Farina: Il Signor Io (Farnsworth), Century, 1931 Fogazzaro: Pereat Rochus (De Salvio), Heath, 1909 Fucini: Novelle e poesie (Furst), Heath-Chicago, 1932

Giacosa: Tristi amori (Altrocchi-Woodbridge), Heath-Chicago, 1920 Giacosa: Una Partita a scacchi (Phelps), Heath-Chicago, 1921

Goggio: Due Comedie moderne, Ginn, 1916 Goggio: Six Easy Italian Plays, Heath, 1930

Goldoni: Il Vero amico (Geddes-Josselyn), Heath, 1902 Goldoni: La Locandiera (Geddes-Josselyn), Heath, 1901 Manzoni: I Promessi sposi (Geddes-Wilkins), Heath, 1911 Marraro: Contemporary Italian Short Stories, Holt, 1928

Niccodemi: Scampolo (Schobinger-Preston), Heath-Chicago, 1930

Panzini: Novelle (Doty), Heath-Chicago, 1934

Pellico: Le Mie prigioni and Francesca da Rimini (McKenzie), Heath-Chicago, 1932

Pirandello: Così è (se vi pare) (Russo), Heath, 1930

Reinhard-De Filippis: Novelle Italiane moderne, Century, 1933

Van Horne: Il Risorgimento, Heath-Chicago, 1928 Wilkins-Altrocchi: Italian Short Stories, Heath, 1912

The procedure has been substantially that of earlier investigators in like studies in other languages, such as that of Wood in French, and those of Cartwright and of Jamieson in Spanish.<sup>2</sup> All words found in the Italian-English vocabularies at the back of the forty-five books were arranged in an alphabetical list. The following rules governed entry: (1) inflected forms (except certain participle forms as noted below) and the following classes of words were omitted from consideration: identical cognates (identical both in spelling and meaning); proper nouns; relative and personal pronouns; interrogative adjectives and pronouns; articles; the conjunctions e and o; and the prepositions e and e and e and e and e and e and the prepositions e and e

<sup>&</sup>lt;sup>2</sup> Ben D. Wood, "A Comparative Study of the Vocabularies of Sixteen French Textbooks," *Modern Language Journal*, xi, no. 5; C. W. Cartwright, "A Study of Eleven Spanish Grammars and Fifteen Spanish Reading Texts," *Modern Language Journal*, x, no. 1; Elsie I. Jamieson, "A Standardized Vocabulary for Elementary Spanish," *Modern Language Journal*, viii, no. 6.

given separate entries with their equivalent meanings. (The application of the two foregoing rules was impossible in many cases because of lack of sufficient indication in the vocabularies.) (4) Past participle forms were entered separately only when they commonly have a function other than in the forming of compound tenses. (5) Verbs were entered twice where the reflexive form is used frequently with its own meaning, and entered under the reflexive form only, in cases of essential reflexives.<sup>3</sup>

The result of the word count when tabulated in the manner just described was a list of something over 19,800 different root-words. Of this number 2962 items were found common to ten or more of the forty-five books examined, and these make up the list which appears at the end of this article. It is presented according to range, in thirty-six alphabetical lists, the figure heading each group indicating the number of texts to which the words in that group are common.

It will be noted that this method of computation permits indication of range alone and not of frequency. However, in view of the fact that range determines the order of words in the Vander Beke French Word Book, and is the principal factor governing arrangement in the Buchanan Graded Spanish Word Book, this may not constitute a serious objection. The present list does have the advantage of containing a good proportion of useful, environmental words so conspicuously lacking in lists derived from even a very wide selection of purely literary material. Finally it is hoped that the inclusiveness and wide scope of this study give significance to the list offered and that it may prove useful, particularly as a basis for testing, in the two- or three-year Italian course in high schools and the first or even second year of college Italian.

45	cercare	casa	più
bene (adv.)	chiamare	come	росо
entrare	lasciare	cosa	pure
meglio	mano	così	riuscire
mettere	mezzo	cuore	sapere
ora (adv.)	parola	fare (verb)	sempre
prendere	sentire	guardare	tempo
rimanere	tanto	mai	trovare
vero	volta	meno	venire
44	43	mondo (world)	42
andare	anche	nome	aprire
aspettare	ancora	parere	condurre

<sup>&</sup>lt;sup>a</sup> All tabulations were made from the prepared vocabularies at the back of the books and depend upon their accuracy.

<sup>&</sup>lt;sup>4</sup> See the Introduction to A Basic French Vocabulary, by James B. Tharp et al., "Modern Language Journal Supplementary Series," No. 2.

<sup>&</sup>lt;sup>5</sup> The writer contemplates the use of this list for a subsequent project in which he proposes to grade the forty-five texts listed above as to vocabulary range by comparison of their vocabularies with the basic word list common to the whole group.

dare dire dopo dove ecco forse forte (adj.) già giorno oggi ora (noun) passare pensare pensiero perchè (or chè) perdere poi potere povero prima quando restare senza stare tornare verso volere 41 altro

anno appena caro (adi.) credere essere forza fra (or tra) fuori grande 1à lontano lungo ma mandare mese molto nuovo ogni parlare

piano

portare

qualche

quasi ragione ricevere secondo signore stesso subito troppo vedere via (noun)

alto ascoltare avere bastare con conoscere domani donna dovere (verb) fine finestra intendere modo nessuno nulla occhio parte partire per persona porta presto

rispondere
ritornare
scrivere
se
tardi
tenere
trattare
uomo
vita
voce
39
allora
amico

aria

pronto

proprio

quanto

arrivare
bianco
buono (adj.)
capire
carta
certo
chiudere
correre
domandare
dunque
fatto (noun)
finire

dunque fatto (noun) finire freddo gente giovane (-ine) leggere maggiore mancare mangiare mentre morire padrone paese però pezzo pieno

salire
sedere
si
solo
sotto
su
tale
testa
tutto
ultimo
vestire
vicino

primo

qui

acqua
amare
amore
battere
bello
cadere
chiedere
cielo
cominciare
dentro (or entro)

dimenticare faccia

fino (prep. and adv.)
fondo
incontrare
lettera
letto (noun)
male (noun)
non

notte piacere (verb) piccolo punto (noun) provare ripetere rompere seguire sembrare sicuro sperare strada tasca tavola tirare toccare togliere viso vivere

37 abbandonare almeno anzi assai avanti bisogno camera capo contento denaro (da-) dormire durare facile giù invece levare luogo mattina m(u)overe onore pace padre

piede pregare promettere ragazzo ricco ridere segno sera spesso terra udire vecchio (adj.) vivo

36 accompagnare accorgersi bisognare braccio chiaro consiglio da davvero desiderio dolce eppure famiglia fuoco giungere grazia viaggio imparare vincere madre vista memoria

mostrare nascere pagare paura piangere pigliare rosso salutare serio servire spiegare stanza studiare

35 accanto a affare assicurare bambino

bocca bravo cattivo città diventare dubitare figlio fortuna fratello gentile (adj.) grosso insegnare libro

maestro mare mente momento nascondere niente ordine oro piuttosto posto pranzo ricordare salute sole soltanto tacere

34 accendere adesso alcuno alzare anima appunto cambiare campagna cantare coprire desiderare difficile diverso felice finalmente

fresco

fuggire

gioia (joy)

giusto importare intanto intorno (adv.) moglie morte offrire permettere porre preparare principio ringraziare risposta scusare sopra speranza storia stringere temere

tratto

unico

veramente

33 aiuto atto basso campo cappello caso cogliere contare coraggio crescere esempio età festa fiore fretta fronte giornata girare gridare ieri indietro largo lume nè

nero

or(a)mai

ordinare

passeggiare

passo (noun) piacere (noun) presentare presso profondo qua salvare scala scendere silenzio sogno s(u)onare studio uno via (adv.) vino voglia

32 allegro antico badare bere bicchiere camminare cavallo colore comp(e)rare conto (noun) contro discorso due fermare lingua luce medico (noun) migliore necessario notizia numero opera osservare ottenere pane prova raccontare rendere riconoscere riprendere scuola settimana

sguardo soffrire sorridere stato (noun) strano tremare vento verità volentieri zio 31

abbastanza accadere animo arte brutto compagnia compagno consigliare divenire domanda durante godere grave guadagnare interesse inutile lavorare legno lento lì male (adv.) neppure otto peggio penna quattro raccogliere ridurre sala (hall) secolo sforzo siccome simile solito spirito

valere 30 abitare

t(u)ono

usare

addio affatto aggiungere avvertire breve caffè calare capello

cavare compi(e)re comprendere continuare cura dieci dietro disgrazia dito duro fanciullo ferro figli(u)olo finchè giardino giurare gusto impossibile lieto

mantenere marito muro naturale nemico orecchio parecchi (-io) peccato pericolo pietà porgere posare possibile rivedere rumore scena scoprire sospirare specie spingere

sposare sposo succedere tentare torto (noun) tre ubbidire umano verde volontà voltare 20

accettare accordo aspetto (appearance) cacciare carattere cedere cessare colpa concedere dimostrare dolore galantuomo gamba gettare

insieme (adv.)

labbro lagrima (lacr-) lavoro liberare libero maraviglia (mer-) minacciare monte natura negare occasione ombra pallido pena perdonare petto pianto preferire presenza quarto raccomandare resto rispetto roba santo

scherzare sentimento sorella spalla

spesa stanco stasera suono terzo trattenere virtù zitto

28 accennare affetto (noun) albero apparire avvenire (verb) azione cane canto (singing, poem) carità

carne causa chiesa cinque collo (neck) colpo comune (adj.) contadino corpo decidere dente dovere (noun) esprimere estate fumare giro gi(u)oco gola invitare legare (bind) legg(i)ero magnifico meritare minuto morto (adi.) movimento paio poichè prossimo

ritirare

scappare

scegliere

scoppiare semplice senso sorta (-e) tranquillo triste visita vuoto

abitudine

addosso

amicizia

attento battaglia

bellezza

appoggiare

spegnere
stamane
strappare
teatro
trarre
treno (train)
uccidere
valore
vendere
volare
volare
volgere

agitare

bacio

benchè

bestia

bontà

bosco

cento

cioè

cameriere

comparire

asciugare

attaccare

segreto

soldo

sonno

sparire

sostenere

spaventare

bene (noun) buttare caldo (adj.) carrozza cena ciascuno conservare convenire cucina difendere ebbene fatica fede fermo fingere francese grido interrompere lezione

confondere costringere dispiacere (verb) erba favore mille felicità mutare fissare naso formare nemmeno forte (adv.) nobile frase obbligare genere oltre gloria perciò guardia pianta guerra popolo impedire prestare improvviso pronunziare incominciare qualunque insistere recare ladro riposo legge rivolgere lodare

maniera onesto ove parente pazienza peso picchiare proposito pubblico quadro qualcuno quindi regalare ritrovare saluto scorgere sei servizio

sognare

sollevare

spendere

terribile

umile

tela

specialmente

straordinario

volto 25 abbassare abbracciare abito (suit of clothes) afferrare albergo amaro ammirare angolo argento attendere attraversare avvenire (noun) azzurro babbo baciare bastone biglietto bruno buio (adj.) carico

certamente

cervello

chiave cieco cima colazione comodo consegnare corsa coscienza costare degno diavolo dipingere diritto (adi.) disgraziato disporre domenica figura fiume generale gesto giudicare giudizio gi(u)ocare grazioso immaginare ingannare inglese interrogare inverno lato (noun) libertà luna mestiere montagna moto neve nipote nonno occupare palazzo parete piazza perfino (-sino) prezioso primavera qualità

reggere

rifare

rientrare

rifiutare

rimettere

riso (laughter)

rubare sano sciogliere sedia seguitare sorprendere spettacolo svegliare tedesco tendere terreno tetto tradire uscire voto

indicare infatti interno intero lentamente malattia miseria moneta notare onda opinione patria pentirsi perfetto piatto piovere preghiera proseguire punta punto (adv.) purchè

raggiungere

restituire

rosa

saltare

scusa

seta

solere

sorriso

stella

sospetto

stendere

stretto

tagliare

turbare

tuttavia

uccello

sereno

signorina

risparmiare

scomparire

rappresentare ritorno (noun)

23 accomodare ammazzare barba benedire cascare circondare colpire

comandare conoscenza contrario convincere cortile cugino dappertutto davantia difetto dividere eco espressione

favorire folla fumo giallo giornale immagine inferno ingegno insomma lampo lotta metà misura occorrere oggetto onorare orologio ottimo pari passaggio permesso piegare pioggia precipitare presente proteggere pugno raggio regina ricchezza riguardo risolvere sbagliare

scarpa

scienza

seggiola

seguente

sorpresa

significare

scopo

sottile specchio staccare stagione stento superiore tenerezza tesoro vergogna viaggiare vittoria

22 accogliere affacciarsi alquanto ammirazione asino avvicinare benissimo biondo bottiglia canzone capitare cavaliere civile continuo curiosità debole destro (adi.) dirigere diritto (noun) distendere dolcezza esitare famoso fedele fianco fila frutto furia genio guaio impeto

incontro (prep.) indovinare innanzi intento lago

maraviglioso (me-) miglio (mile, milestone)

24

affrettare altrimenti argomento attenzione attorno avanzare camicia cammino capace capitale cenno circa combattere condizione confessare contenere curioso dichiarare difficoltà disperato dubbio effetto esame esclamare eterno

faccenda fantasia fazzoletto febbre ferire fiamma

foglio forma ginocchio

foglia

misero mistero misurare montare naturalmente neanche nido nozze occhiata ognuno olio pagina partito passione patto pazzo persuadere pietra possedere posta proporre quindici ramo resistere ricordo ricorrere rispettare rovinare sacro seno sfuggire sicurezza silenzioso sinistro (adj.) soldato sordo splendido stabilire stazione straniero superbo vecchio (noun) vetro

adorare affettuoso allontanarsi altrettanto amante ardere avvocato

bottega bruciare campanello catena celeste coltello conforto considerare correggere corto curare delicato discorrere disegno distanza divino dodici donare elegante entusiasmo esercitare fame filo folto generoso grado (step, rank) grasso guidare illuminare immenso imporre infelice intelligente intenzione istante lassù lavare lieve linea macchia maggio malgrado matrimonio mercato mezzanotte mezzogiorno moderno mormorare muto noia oscuro

paglia

partenza particolare passato pelle penetrare pesare piantare poeta provvedere regalo respiro ritto scuotere secco sete sette smettere solamente solitario sorgere spargere spuntare stimare unire vapore vario vestito visitare 20 accorrere acquistare ammettere apparecchiare

ardente arrestare arrossire attraverso ballare banco brillare cagione calore castello chinare collera comporre condannare coro corso (noun) cortese

cortesia

croce destino destra disegnare dispetto distrarre divertire domestico (adj.) esporre evitare falso fidare fiducia gruppo guancia guanto ignorante importante impresa inchino invano letteratura linguaggio macchina manifestare maturo medesimo membro minaccioso minore

negozio
odio
orrore
orto (kitchen garden)
osare
osso
passeggiata
pericoloso
porto (noun)
preciso

miracolo

professore

proibire

rapido

raro

regno

respirare

promessa

prorompere

rapidamente

riempire riportare risoluto riva romanzo salotto salto scherzo scoppio sdegno segnare selvaggio severo sincero soave soffocare solenne somma superare sventura tavolino tenero terminare trascinare tronco uscio vacanza vano vergognarsi veste volo

19

accento acuto affidare allegria allungare appartenere assolutamente autore autunno avvedersi bandiera biblioteca cencio chiacchierare commedia commercio comm(u)overe concludere consolare

continuamente costume cristiano crudele debito (noun) deserto destinare distinguere dolcemente dottore eccellente enorme esistere fisso gioventù guarire infilare infinito invito laggiù lampada latte lettura magro malinconia

malo
manica
matto (adj., mad)
misterioso
motivo
nove
nutrire
offendere
operaio
orgoglio
orribile
paradiso
partita
personaggio
poesia

nutrire offendere operaio orgoglio orribile paradiso partita personaggio poesia ponte premere pretendere principale principe puro racconto rado ragionare rammentare razza realtà

regnare regolare riflettere rinunziare ripigliare riposare ritardo rivelare rovesciare sabato salvo scatola servitore servo sino smarrire soglia somigliare sudicio tramonto umore urtare venerdì

18 affinchè alba amoroso ampio appetito artista artistico assalire austriaco berretta (-to) boccone bugia caldo (noun) centro chiasso chioma cittadino collina conte contentare corona corte creatura cupo

debolezza

disordine

disprezzo

doppio empi(e)re esercizio esistenza facilmente fiato fortunato futuro giudice governare governo grandezza immobile impero impressione infine intelligenza

dono

intimo ira isola ispirare latino licenza malato (adj.) male (adj.) mento misericordia mite modesto nebbia novella odiare odore onde osservazione pauroso pesante piccino pittura polso praticare premio pretesto prezzo procurare profondamente quinto regola richiamare ridicolo riguardare

rimedio	colle	poveretto	apposta
risoluzione	commettere	prete	aprile
ritratto (noun)	contemplare	prevedere	arrivo
riunire	conversazione	pulito	avvisare
sacco	corda	quantunque	bagno
sacrificio	costa (seacoast)	recitare	beato
scoperta	diciotto	resistenza	bimbo
scrittore	difesa	rimproverare	bollire
separare	discendere	rimprovero	calzoni
singolare	distruggere	riporre	canto (edge, corner
soddisfare	doloroso	risalire	carcere
soggetto	domattina	risata	carriera
soggiungere	dominare	romano	casseto
splendere	energia	scordare (forget)	collocare
stomaco	eroe	sentiero	comando
stupore	esercito	serietà	compito
suolo	estremo	serva	confermare
tormentare	feroce	significato (noun)	confidenza
tristezza	fucile	sinistra	confortare
ufficiale	giacchè	soggezione	confusione
ufficio	giustizia	spavento	corrispondere
uguale	guastare	spiaggia	costo
urlare	ignorare	spina	creare
urlo	ignoto	spirare	davanti
vantare	imitare	splendore	dedicare
vedovo	impaziente	stretta	descrivere
violento	importanza	suggerire	destare
vittima	incerto	supporre	dignità
	indurre	tazza	dinanzi
17	innamorato (adj.)	terrore	disperare
abbattere	istinto	timore	disperazione
accostare	lottare	torre	divertirsi
adagio (adv.)	lucido	trasportare	dolente
addirittura	medicina	tremante	dovunque
affermare	menare	trionfo	eguale (u-)
affliggere	mica (adv.)	vago	errore
allargare	minaccia	valle	esagerare
ammalato	mobile	vaso	eseguire
annunziare	mordere	velo	estraneo
aperto	necessità	villaggio	faticoso
apprezzare	nominare	volgare	fico
ardito	novembre		figurare
balbettare	novità	16	fioco
barca	noto (adj., known)	accostarsi	fiorire
borsa	nudo	agire	fondare
bue	opporre	ala	fontana
caccia	ottobre	altezza	fonte
calmare	paesaggio	americano	fornire
campare	percorrere	anello	furbo
carrezza	pittore	angelo	garbo
centesimo	polvere	angelo animale	giovare
centinaio	posizione	animale	giugno
Centinalo	posizione	ansare	giugno

goccia grigio impiegato incanto incontro (noun) indirizzo inquieto introdurre liscio lungamente lusso malinconico marmo marzo massimo materia mela messa (church mass)

minestra ministro moda narrare obbligo ombrello opprimere orizzonte ostacolo osteria pacco pavimento pecora piacevole politico popolare prato problema quaranta questione

religioso (ri-) retta (pay attention, dar retta) ricerca

richiedere rimorso risvegliare ritrarre robusto rovina scelta schiena

ragionevole

scorrere scudo seccare serrare singhiozzo sospendere spalancare spedire spiccare spogliare squisito stanchezza

statua

studente

stupido

sudare supplicare tempesta termine titolo tosto tranquillamente trasporto traverso tremendo università uovo valigia vena versare viaggiatore villano

violenza

visione

15

volpe

accidente adattare addietro addormentarsi affondare altrove assaggiare augurare avviare avvicinarsi avviso baffo bagnare balenare balzare

baule benedetto borbottare brontolare bronzo bugiardo burro cambiamento campana carbone carino circostanza civiltà classe commozione compassione complimento conchiudere confidare confine confusamente consistere consumare contentezza costruire cuocere dicembre dinanzi a direzione disparte, in dispiacere (noun) disposizione disprezzare disturbare divertimento dolere dozzina educazione eroico esaminare

fabbrica

ferita

forzare

gallina

gatto

gelare

gemere

genitore

giovinezza

giacere

glorioso

fabbricare

marina maschio matita mazzo meditare migliaio migliorare mirare mosca nascosto nazionale nota nube orso panno patire pausa paziente pelo perdono periodo pescare pesce pianura potente potenza prevenire prigione procedere professione profumo progetto proverbio provincia

grammatica grano gratitudine grato incoraggiare ingrato invadere inventare lana lesto

liberamente lunedì maledetto mancanza mantello maravigliare (me-)

precisamente probabilmente formaggio

pulire qualcosa rabbia ricominciare riferire riga riparare riverire scaffale sconosciuto scorso scrupolo scuro sedurre settembre sforzare sgomento siepe simpatico sistema slancio società soddisfazione solitudine sopportare sottrarre spagnuolo spandere speciale spezzare stanotte stivale strumento svelto tardare tenda tondo traccia tradurre trionfare umanità umido uso vegliare villa zucchero

14 abbaiare accordare affogare affollare

agosto allegramente annoiare ansioso apparenza arco (arc, arch) ardire aspro assalto assistere augurio autorità avaro avviarsi banchiere buco bussare calcio calza campanile cancellare candela capitano celebre cerca cerimonia chiaramente cintura coda colomba colpevole coltivare compatire compiacenza condotta conquistare contegno curvo danno delitto deporre dipendere discutere fama fango

fascio

fatale

fiero filosofo

febbraio

forchetta

frate fremere frettoloso fuorchè galleria gennaio gentilezza giuramento gomito grazie illustre improvvisamente inchiostro indegno indice indifferente inferiore informare ingegnere ingombrare insolito interessante inutilmente invocare lagnarsi lanciare luccicare lucente lupo maledire maritare militare mortale mucchio nave numeroso nuovamente nuvola opportuno ordinario palla palma paragonare paterno pazzia politica poltrona pratica (noun) pratico (adj.) presidente

produrre

propriamente pubblicare pupilla quercia rallegrare rancore reale recente regione relazione rialzare ridente rigido rinnovare ripassare sangue savio sbaglio scaldare scarso sebbene serbare siciliano sindaco sonoro sospettare sottovoce spada spazio spiegazione studioso sudore tappeto temporale tradimento trascorrere uva vasto vela vettura vivace vizio 13 abbondante acconsentire acerbo

adoperare affanno allontanare antipatico appassionato

applauso approfittare arido armadio armare armonia arrampicarsi arricchire asciutto assassino assumere attentamente audace aumentare avversario avvolgere barbaro benedizione bensi bottone brillante bruscamente burlare cadavere calamaio caricare cassa cera (beeswax) cerchio chino ciglio cingere collega colletto colloquio colonna commissione completo comunicare concetto convertire corridoio costante cravatta cucire custodire data delirio delizioso desinare (noun) detto (adj.) difatti

differenza direttore discussione disparire distinto epoca esperienza estero estremità facoltà femmina fiatare ficcare filare (verb) finora focolare forestiere frenare furioso garbato gelo gelosia geografia gigantesco giovanotto gita gradire gravità guida ideale ignoranza illusione imbarazzo impegnare impegno impiegare inaspettato incalzare incarico incomodo incrociare indifferenza indole industria innamorare intatto intenerire invidia leggermente liberazione lode luglio

lusingare maravigliarsi (me-) masticare materiale mensa mercoledì merito metro monumento mormorio muso nazione nevicare nondimeno nonostante notturno occhiali opposto oppurre origine orlo pasta pendere pera perdita perla pomeriggio portone precedere premura principiare proposta provenire prudenza punire purtroppo quantità quiete radice rapire replicare respingere riaprire ricadere ridare rifiuto rimediare ripensare ritenere riverenza roseo rotondo

rovescio sbadigliare sbattere scambiare scintillare sciocco (adi.) scoglio scrittura segretario semplicemente senno sesto signorile sillaba soccorrere sociale sofferenza sommo sopracciglio sorgente sorridente sovente sponda sporgere sportello stoffa storico stupendo sufficiente supremo sventolare sviluppo testimonio tiro tocca (touch, stroke) tomba tragico

tocca (touch, stroke tomba tragico tranquillità trascurare undici unità vantaggio verbo vile vuotare

0 0 0

d

d

abitante accrescere aggirarsi agitazione alzarsi

angoscia animare ansia appagare apparizione ardore arme assenza attirare attore avventura ballo balocco banca buio (noun) calmo canna cantina carabiniere casetta certezza chiacchiera cibo cifra classico colmo colorire commosso comune (noun) confuso conseguenza considerazione convento (convent) corrente (stream) cospetto crollare dacchè definire determinare diffondere diletto diretto dirimpetto disastro divisa divorare dominio dorare dotto duomo eleganza erede

estendere fantasma fantastico fascino fastidio fedeltà figurarsi fino (adj.) fischiare fischio fitto (adi., dense. thick) franco (adj.) freno frequentare frugare frutta geloso gemito generazione giovedì greco guadagno immergere impallidire impazienza imperatore impiego indi indipendenza inganno innocente insieme con or a intenso interessare ironia lamento lettore macchiare malanno malizia marcia mentire meridionale meschino miserabile misto modello modestia molle monotono morale

mostro nervo nervoso nord offerta oriente originale oscurare ostinarsi ostinato ozio palpito paniere pasto peggiore perfettamente pervenire pesca pessimo pettinare pochino poetico popolazione povertà pranzare prolungare proprietà prosa protendere prudente quaderno qualcheduno quartiere quattordici raccolta rallentare rapidità rassegnarsi regolarmente riavere ricoprire ricusare rilevare rincrescere rischiarare riscuotere risparmio risultato ruota sabbia

sacrificare

sasso

shuffare schietto scialle (-o) sciocchezza scolpire scrivania seminare sgridare sigaro soffitto soprabito soprattutto sostegno sovrano spasso spaventoso spettatore squadrare stamattina stentare stirare sussurrare svelare sviluppare talvolta tavolo tema (theme) tenace tentativo tiranno torcere tormento tossire tradizione trasformare tredici tristo turchino utile venti venuta vicinanza viola vitello vittorioso vivanda 11

abbondanza abitazione accoglienza aggrottare

allevare altare alterare alunno amabile amarezza appartamento applaudire appresso approvare aquila arancio (noun) arrischiare arrostire articolo assoluto assorto (absorbed) assurdo attività avvenimento avvilire base biancheggiare borghese branco brivido caduta

calma calzolajo caminetto candido capro ciliegia circolo cognome colossale comico compiacere comunale conclusione conduttore conoscente consolazione contatto contemplazione conveniente coperto copiare coronare costituire

crepare

cristallo

cupola
dama
deliberare
deputato
dettare
devoto
disagio
discreto
disperatamente
distante
domestico (noun)
dorso
dosso

dosso dote dramma (drama) eccezione edificio elemento elemosina entrambi eredità esaltare esperto estivo evidente evviva farfalla fattore fermarsi fiammifero firmare fisionomia formidabile fortezza frattanto fremito fuga furore gaio generosità

gentiluomo

ghiaccio

giacchetta

giustificare

grandioso

imbecille

immortale

impazzire

incantare

inchiodare

incendio

immaginazione

indirizzare individuo indizio indomani indossare infame inghiottire inginocchiarsi ingrandire interamente intitolare inviare invidiare irrequieto lampeggiare lanterna lenzuolo letizia limone lontananza luminoso maestà magazzino mancia manico martedì mercante mesto milione missione monello nastro natio netto noce occupazione operazione orgoglioso ornare orrendo ospite pacifico paesano palco palpitare

papa

penare

penoso

pensieroso

polveroso

pomodoro

perseguitare

predicare premuroso presa prestito prigionia privato processo proclamare progresso protestare provocare provvidenza raccolto radunare ragionamento religione ribattere ribelle (adj.) rimandare ringraziamento riunione rivale rivoluzione rossore rozzo saggio (adj.) sale sbarcare scimmia sciocco (noun) sciopero scommettere (to bet) scoperto scrollare scultura sedici selvatico serie sfidare sforzarsi signoria simpatia singhiozzare situazione smorfia soggiorno spasimo strepito strisciare successo svolgere

talora

taluno tardo tastare t(i)epido timidamente tipo topo tovaglia tragedia tranne tribunale trionfale troncare tumulto turbamento turbine umiliare unghia vacca vagone vanità vecchiaia velare vergine vergognoso via (interj.) viale vicenda vigilia viottolo vivamente

10 abituare acchiappare accontentare accusare adornare affannoso affezionare affrettarsi affrontare ago allievo ambedue annoiarsi apostolo applicare apprendere

arnese

arrosto

assente

astuzia atteggiamento attesa attrarre attribuire bacchetta bestemmiare bizzarro bramare brandire brezza brodo brusco busta campagnuolo cancello capolavoro carica cenare centrale chiarore circostante citare cognato colto (learned, cultivated) combinare combinazione commerciale

commovente composizione concepire conquista consentire consueto contrarre contratto (noun) contribuire convenienza convulso coraggioso cornice cotone credenza cucinare daccapo degnare deludere denso

desinare (verb)

dichiarazione

dialogo

digiuno disposto dissimulare distribuire duca eccesso economia elementare elogio emozione eroismo errare esitazione estatico esterno falda farina fasciare ferrovia fetta figgere fiorentino fortemente frequente gara genitori geografico gesso giacca giovinetto gonfiare grappolo grattare gravemente iersera imbarazzare immediatamente impetuoso impronta inchinarsi indebolire indugiare infermo informazione ingenuo innamorarsi innanzi a inoltrare inseguire insopportabile insultare

intelleto

intellettuale interpretare intravedere investire lamentarsi lavoratore letterato libbra libreria licenziare limite lite lombardo magari maledizione maligno malumore manifestazione marco martire matematica maturare merce mescolare meta metodo ministero minuscolo mira moribondo mortificare municipio napoletano noioso occidente occupato oceano oltrepassare ondeggiare oppresso orario orientale ottavo ovvero passeggiero pensoso perplesso personale piega placido precedente preda

privo prontamente puntare qualsiasi quieto rabbioso radere remo remoto repubblica ribellarsi ricercare ricondurre riflessione rischiare rispettabile rispettoso rodere sapone

sarto sbrigare scalzo scansare scemare schiacciare schiera sciagura scivolare scolastico scommessa segnale seppellire servigio servitù sessanta sfida smania smarrito

soccorso solco sospingere sostituire spalliera spazzare spiare stima strage stridere stupire subire sud sugo supplichevole sventurato

talento

tentazione

tè

testina timido torvo traditore tramontare trattato traversare trionfante turco umiltà valoroso velluto vendita venturo vetta vibrare vite vivente zampa

### Elementary Spanish Grammars and Their Rules

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(Author's summary.—Many elementary grammars state rules with insufficient clarity and fullness. The uninformed student should find the simpler grammatical questions which are likely to arise in his mind suitably answered in his textbook. Those rules which to many students seem to contradict each other may well be stated together in the later lessons, with explanations of apparent inconsistencies.)

WHEN training for reading in minimum time is an aim, and is, perhaps, the principal goal of most teachers of Spanish, brief statements of the rules of grammar suffice. But frequently students and teachers desire to work towards writing and speaking, and for such purposes fuller statement of rules is desirable. Whether brief or full, the rules should be as free of technical terminology as possible and be so stated as to possess definite meaning for the uninformed person.

Recent trends in the direction of less grammar and more reading have had the effect of driving the longer grammars largely out of the classroom. Where they are retained it is customary to use only in part the material they contain. The need has arisen, and has been partly filled, for short manuals with enough statements of usage to enable the student to express common ideas in the usual manner. The first Spanish grammars of limited scope issued in the last decade tended to be thinner but really no shorter than those they were designed to replace: they condensed but failed to omit, to any great extent, the exceptions, variations, and ramifications of the rules. Some rather satisfactory books approach the ideal expressed by Professor George I. Dale that a class manual should contain only the essential fundamentals, stated clearly and concisely, with no attempt to include, through skillful wording, either current or perennial erudite doubts and questions.<sup>1</sup>

But there seems to be a middle ground between the old-style, "learned" grammars and the new. Is it not to be desired that most of the simpler questions likely to arise in the mind of the student interested in speaking and writing as well as in reading should be answered in clear language in his textbook? It is to the most satisfactory wording of rules from the viewpoint of such a student that the present paper is devoted.

A number of statements in the latest grammars designed especially for the beginner have little meaning for him, or are needlessly incomplete. Rather good students too frequently find in condensations of traditional grammatical explanations apparent contradictions which lead to confusion.

<sup>1 &</sup>quot;Spanish Grammar Rules—How Shall They Be Stated?" Hispania, хvп, 17-24.

Fairly common forms met in reading too often violate dogmatically stated rules of grammar. One paragraph in a manual currently in wide use has never been understood by even one student out of nearly two hundred who have been asked to concentrate their attention closely upon it.

In the chapter on pronunciation in Spanish grammars a discussion of the breath-group should be included. The phrase "breath-group" seems to possess more inherent meaning than "stress-group." For purposes of illustration such expressions as los actos and a la casa should not be considered sufficient, since their pronunciation is not greatly changed by placing together within the breath-group the two or three words involved. On the other hand such juxtaposition seriously affects the sounds in su hijo, mi hermana, buenos días, la vida, en daño mío, en pie, en grandes casas, los gatos, su dinero, un buen día. Without such examples even the best students will see no reason for considering the topic at all. In the treatment of r and rr, should it not be more generally emphasized that a single r is trilled when initial in a word, even if in medial position in a breath-group (in addition to such cases as dos reales and un reino)? Students expect such an r to be sounded as though the breath-group were a single word, as is true of n and v in un vaso. This writer would appreciate, among the exercises for drill on pronunciation, a list of several such sets of words as para, parra; pero, perro; pera, perra; caro, carro; and cero, cerro. In treating the sounds of s and z in various positions all of the voiced consonants should be named. To a phonetician it may seem stupid that a student should prefer memorizing a list of such consonants to learning to recognize them. But in point of fact if not supplied with such a list, numbers of students will consistently fail to voice s and z before voiced consonants, as in desde, mismo, mayorazgo. In the treatment of syllabification and accentuation the desire for brevity should not lead to the omission of such examples as tarea, Bilbao, carácter, as has been true of one or two grammars. An excellent form of drill is the sentence in which a single sound, or a difficulty peculiar to the pronunciation of Spanish, is illustrated several times.

Following are a few statements which the writer thinks somewhat clearer, from the student's point of view, than the corresponding rules in one or more of the manuals widely used at the present time. Statements as full as these might in some cases be reserved for the later lessons, after the most common uses have been learned.

Ser followed by a predicate adjective denotes a lasting quality. It accordingly expresses inherent characteristics, origin, occupation, and similar relatively permanent qualities of the person or thing in question. Followed by a past participle agreeing in gender and number with the subject, ser forms the passive voice, as in, "La casa es construída por los carpinteros."

Estar denotes the location or temporary condition of its subject. Followed by a past participle, which must agree in gender and number with its subject, estar expresses a sometimes relatively permanent condition resulting from a previous action, as in, "La casa está construída."

The imperfect tense denotes an action continuing in the past unless completion is clearly implied. The tense tells what was going on when something happened or was happening, and expresses habitual, customary, or regularly repeated past action. The imperfect further denotes an action begun in a remote past and still continuing in a later past time, as in, "Hacfa dos años que mi padre estaba en Chicago." English employs the past perfect in such a case.

The preterit denotes an action completed in the past. This includes what was true, perhaps for a long period or continuing to the immediate past, but is no longer true, as in, "Los moros estuvieron ochocientos años en España," or "Hasta ahora sólo supiste malgastar tus cualidades." The preterit does not, however, replace the imperfect to express a past habit or custom that has clearly ceased to exist, nor to express a formerly continuous background, which has ceased to be, of past events. The preterit expresses simultaneous past happenings, as in, "Le vi cuando subí al tren."

The statement of the uses of ser, aside from the passive, should stress permanence. It may then be pointed out that estar with the past participle expresses a sometimes permanent resultant state. The common confusion between imperfect and preterit should be cleared up by the text as well as the teacher. In treating the last use given above of the imperfect continuity to and into the later past time is to be emphasized. It is not enough to say that the imperfect expresses an action continuing from one past time to another. Similarly, in treating the corresponding present the statement should be, "The present is used to denote an action begun in the past and continuing in the present. English uses the perfect." Incidentally, advanced or reference books discussing the special meanings in the preterit of conocer, "became acquainted with"; deber, "was obliged to"; querer, "sought or tried to (negatively, refused to)"; saber, "learned, came to know (was able, mentally, on one occasion)"; ser, "became, came to be"; tener, "came to have"; poder, "suceeded in," could well add for saber, "was able to (knew how to), possibly for a long time, but no longer can."2

The introductory paragraph to the whole subject of the subjunctive should point out that this mood is called for not so much by certain verbs and conjunctive expressions as by concepts of obligation, uncertainty, doubt, emotion, fear, supposition, concession, and the like, and that the indicative serves to state probabilities and known facts.

A noun clause with its verb in the subjunctive is used after verbs of willing, obligation and causing, doubt and denial, fear and emotion, when the subject of the subordinate verb is different from that of the main verb: "Quiero venir; quiero que mi padre venga." The subjunctive is similarly used after verbs of thinking and believing, and several others, when they have become verbs of doubt or denial by reason of negation or interrogation. Verbs of doubt and denial usually stress a certainty when negative, and are consequently then followed by the indicative.

An impersonal expression, when it has the meaning of one of the above verbs which introduce the subjunctive, takes the subjunctive in a following noun clause. Thus it comes about that impersonal expressions which do not stress a certainty or probability usually take the subjunctive. But when the subject of the dependent verb is not expressed, or is a personal pronoun, the infinitive may be used.

After certain verbs of causing, commanding, permitting, obliging, and inviting, the infini-

<sup>&</sup>lt;sup>2</sup> See Spaulding, Syntax of the Spanish Verb (New York, 1931), pp. 39-41, esp. note, p. 39.

tive may be used even though the two verbs have different subjects; a personal pronoun is usually the subject of the infinitive, which may have passive force: "Lo mando hacer; le dejo salir; me hace entrar; le invito a visitarme." Verbs of perceiving are used similarly with the infinitive, which then may have a noun more frequently as subject: "La veo venir; oigo cantar a la señorita."

An adjectival clause modifying an indefinite antecedent, or one the existence of which is denied, takes the subjunctive. (This single statement covers adequately the three to a half-dozen uses needlessly distinguished in many grammars.)

Adverbial clauses are usually treated adequately. This writer believes, however, that the imperfect subjunctive in temporal clauses is common enough to warrant treatment along with the present subjunctive so used:

The subjunctive is used in temporal clauses which refer to indefinite later (not "future") time, that is, to indefinite time subsequent to that expressed by the main verb, as in, "Dijo que lo vendería cuando su hermano viniera; dije que sería su amigo mientras yo viviera."

Disaster is sometimes encountered in attempting to dispose of conditional sentences in rules too brief or too technical. Simple future conditions are nearly always handled adequately. For the others, the following is clear to most students:

In conditional sentences, what is contrary to present fact or is regarded as doubtful in the future is expressed by a si clause with the imperfect subjunctive, and the conclusion may be expressed in either the -ra imperfect or the conditional: "Si lloviera ahora, no iría a su casa; si lloviera mañana, no le visitara." Similarly, the pluperfect subjunctive expresses what was, in the past, contrary to fact or of doubtful later fulfillment.

The phrase "future less vivid" should be avoided, as it seems to most students a mere empty, technical phrase, with no inherent meaning.

In expressing himself on the treatment of adjective position, Professor Dale has stressed perhaps the most important single point and omitted several others frequently met.<sup>3</sup> To the beginner the adjectives in his first reading material seem to be placed "every which way". He has usually learned, if any, one or two rules, perfectly good as far as they go, but insufficient for his purposes. For those desiring condensation the following statements of adjectival position are suggested by the writer as a possible means of supplying, even for elementary grammars, a measure of completeness in this respect.

Descriptive adjectives used in a literal or distinctive sense follow the noun; those expressing an inherent characteristic, and those used in a figurative, emotional, or rhetorical sense usually precede; very common adjectives, such as bueno, malo, hermoso, precede unless emphasized and distinctive; limiting adjectives (articles, numerals, demonstrative, indefinite and possessive adjectives, or all those which ask or answer the questions, how much? how many? which? whose? but indicate no actual quality of the noun) precede. In general, of the noun and adjective, the word which conveys the principal meaning may be expected to follow. Thus even demonstratives and possessives follow when they bear a great emphasis: madre mia, el libro ese.

<sup>3</sup> Loc. cit., p. 21, "It is undoubtedly true . . . that the normal position of the descriptive adjective is after the noun, and it would seem an act of wisdom to indicate and emphasize that fact in grammars for beginners."

Most adjective positions can be explained consistently in the light of the foregoing rules, or, by applying the rules, adjectives may be placed correctly. The writer feels that Professor Dale is needlessly giving up hope when he writes, "Either his rules are not rules or he has given himself a way out in cases which offer difficulties," in reference to the conclusion of Lenz that the decision depends in large part upon the style, that is to say feeling, of the author. An author may feel that he is using a given adjective in a purely descriptive sense at one point, and apply the same adjective to the same noun in an emotional or rhetorical sense a few lines further on, feeling that the object no longer needs distinguishing description, or that such description need no longer be emphasized.

Seldom does one find a satisfactory statement of the position of personal pronouns. The following is suggested:

In general, conjunctive personal pronoun objects immediately precede the verb as separate words. Such pronouns must follow the infinitive, present participle, and affirmative verb of command, and be attached as additional syllables; and in literary style they may so follow even the finite verb, especially at or near the beginning of a sentence or clause: there is an apparent feeling that the unstressed word should be avoided early in the clause or sentence.

The beginner who is made to understand that the principal functions of para are to express destination and purpose, and of por, to express means or tendency, will experience little difficulty with the more devious uses of these prepositions. Teachers and texts should, it seems, stress these meanings first. Por followed by the infinitive has well been explained as meaning "in the attempt to," as distinguished from the "in order to" of para. (These meanings do not apply, of course, to the not so common estoy por, I am in favor of; and estoy para, I am about to; nor to estar por as found in "La lectura está por hacer," "the reading remains to be done.")

Too few students and teachers seem to realize that the accusative a is used before a direct object referring to a definite person, a proper name, or a thing personified; before an indefinite pronoun referring to a person; or to avoid ambiguity, as in, "A la paz sigue la guerra." Somewhere along the line the word "definite" ought to be as indelibly impressed on the mind as the word "person."

Grammars are inconsistent in the obstructions thrown in the way of a reflexive used for a passive. Contrary to certain manuals, the agent may be expressed with this construction. A thing, more commonly than a person, is the subject. The reflexive may replace the passive in other than the third person. Frequently it is not sufficiently emphasized that *sentado*, when not used in a compound tense, means "seated" or "sitting" and requires no reflexive pronoun, and so with other past participles of reflexive verbs.

<sup>4</sup> Ibid., p. 21.

A number of minor items sometimes prove annoying to students if not discussed with great clarity. The phrase "possessive case" adds nothing and may be avoided by stating, "Possession is shown by, etc." The customary "Nouns used in a general sense require the definite article" leaves something to be explained; "nouns referring to a whole class" is better. Haber de, perhaps the commonest idiom in Spanish, is too seldom learned. Should it not be included in an early lesson with such a meaning as "to be about to, to be going to, to be to," along with that of mild obligation? The statement appears in many grammars that the conjunction que is never omitted in Spanish. Is it not frequently omitted in commercial style, in Cervantes, and almost anywhere else when necessary to avoid awkardness? Dative la and las should be recognized without apologies. In giving the conventional meanings of mismo before and after a noun, grammarians should note that the word often means "very" or "self," instead of "same," when placed before as well as when it falls after, the noun. Excellent is someone's statement that sino is used in the sense of "but on the contrary." The word vez may be explained most clearly as meaning "time" in the sense of "occasion." Para meaning "by," as in "para fines del año," is interesting but perhaps rare enough to deserve the omission it usually gets.

The writer is inclined to favor moderately full treatment in plain language of the commonest usages and of those likely to cause difficulty for the better students in early and "early intermediate" stages of study, but has no quarrel with those who would isolate items of very high frequency for treatment in the earliest lessons. Related items which frequently give rise to confusion should be taken up together somewhere in the textbook. Specifically, statements like the following, a variation of one given above, should appear more frequently in our manuals: "The imperfect must be used if the emphasis be upon the habitual, customary, or repeated character of an action, even though the fact that such action was true and no longer is might seem to call for the preterit." This and like comparisons dealing with other usages, when used in text or classroom, will not fail to

clear up serious questions.

### French "As She Is Spoke"

### By EDWIN B. DAVIS

Rutgers University, New Brunswick, New Jersey

(Author's summary.—What authority should be adopted for the pronunciation of French? Great divergence of pronunciation not only among classes of society but among individual "authorities." Divergence from all acknowledged standards of the great mass of Parisians. Mutual derision of each other's pronunciation by bourgeois and purists.

Conclusion: There is no inviolable standard of Parisian pronunciation. Value, however, in phonetic training. Inadequacy of Grammont's description of phonemes. The student of French

should be better informed of these facts.)

THE question of French pronunciation is simple enough for teacher or student of French who avoids French-speaking territory, and there are plenty of such. All one need do is to follow the guidance of any of the so-called authorities. That's satisfactory for the stay-at-home. But for the more fortunate or more ambitious who intend to test their French out on the natives that roam around in various parts of France or French-Canada—well, it is not so simple.

Suppose one assumes that a Parisian pronunciation should be acceptable for France, the question immediately arises, "Which Parisian pronunciation?" For aside from all sorts of individual idiosyncrasies, each stratum (in the academic field even each substratum) and each generation of articulate Paris is differentiated not merely by variations in respect to individual words or categories of words, but by basic differences in intonation, in apocopation, in the timbre of the various phonemes. And if one should include the large body of provincials that are found in all classes of Parisian society, the pattern of the phonetic fabric becomes exceedingly intricate. I am thinking, for instance, of the delightful lectures of Professors Larroumet of long ago and René Doumic recently, with their striking deviations from all intramural Parisian norms.

Actors, professors, professional phoneticians, clergy, society people—these classes differ not only from each other, but differ within themselves.

Year before last I found at the summer sessions of the Alliance Française an ex-actress of the Comédie, of the Sarah Bernhardt vintage and type, lecturing on stage diction side by side with a good abbé discussing the different varieties of pronunciation from the phonetic viewpoint. In his incursions into the field of the former there were not merely constant differences, but repeatedly direct contradictions. Why, oh why, couldn't they get together and agree, if upon nothing else, to offer some plausible explanation of their disagreements?

And the abbé, questioned about his statements, insisted that the Parisian bourgeois pronunciation can alone be accepted as the norm and that this was the basis of his method. Not a kind word for any of the other "authorities" except Grammont; a broad a that differs from the American a in all only by an increase in tenseness and a slight retraction of the lip corners. Passy and Rousselot were antiquated, Littré was this, Larousse that, and Hatzfeld and Darmsteter something else, but all unreliable.

Then last summer I haunted the Institut de Phonétique and heard from the Director a middle a (as in English far) replacing both varieties

of a indiscriminately.

And when you come to the less illiterate class of people with whom the average visitor has any opportunities whatever to come into contact outside of the classroom and lecture room—the shopkeepers and hotel proprietors—that is an entirely different story.

I have listened oft and long to the speech of the Parisian patrons in the cafés, and it is exceptional indeed to hear the open e, even in stressed syllables, e.g., in *lait*, succès, parfait, etc., but I have yet to find mention of this fact in the orthodox schools.

In a little hotel just off the rue des Saints-Pères I spoke to the kindly but Parisianly ironical landlord of having attended some lectures at the Institut de Phonétique. He laughingly remarked that I had probably learned then how to pronounce: "J'avais commandé du lait," derisively opening his mouth very wide and producing a ludicrously open e in avais and lait.

But if there be some who laugh at the purist, let me tell you the reply I received from one of the phonetic "authorities," when I informed him that I had native French friends teaching French in America who used the close e quite commonly in such words as the two just mentioned. His reply was: "But they are not Parisians." "Born and raised in Paris." "Ah, but (with a shrug) what class of society do they come from?"

It is evident from all this that whatever may be the authority of the French Academy and the standard French dictionaries in the field of lexicography, there is no unquestionable phonetic standard which will enable one to state categorically that invariably such and such a phoneme is produced physiologically in precisely this fashion and is represented acoustically by precisely these elements. Indeed a similar statement might be made in respect to all the other factors in French speech.

This conclusion does not, of course, invalidate phonetic training of a high order, such as that offered at the Institut de Phonétique, but it does convince the writer that categorical statements made by individual phoneticians in regard to phonetic standards should be taken with a pinch of salt and that there is considerable legitimate latitude in the pronunciation of French.

Various treatises on French phonetics mention these variations. For example, Grammont says in speaking of the vowel a: "La différence de timbre qui existe entre ces deux a est beaucoup moins sensible à l'oreille que celle que l'on remarque entre les deux o ou entre les deux e . . . et c'est pour l'a que les divergences individuelles de prononciation ou les flottements sont le plus frequents." But the first part of this statement is certainly not true for the American ear, when we compare the extremely guttural a of bas as taught by some of the Paris phoneticians and the extremely acute a heard frequently from Parisians in such words as gare, and I doubt much whether "flottements" between [a] and [a] are any more frequent than between [e] and [e]. As for the latter, the same author says, speaking of the vowel in paix, lait, mais, est, près, etc.: "Le timbre . . . reste invariablement ouvert," with no recognition of the almost universal substitution of [e] for [e] in these words among the great mass of native Parisians.

While many of us realize that variations in vowel timbre are very common in English, many students do not adequately realize this for French. It should be more effectively brought to the attention of those who are proposing to study in France.

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# The "Poor Relation" Visits Us Again

### By HAROLD L. RULAND

Union High School, Union, New Jersey

(Author's summary.—An attempt to justify the substitution of the Plus-que-parfait for both the Passé Surcomposé and the Passé Antérieur.)

T was with the greatest of pleasure that I read the article concerning the Passé Surcomposé by Professor Paul-Louis Faye¹ of the University of Colorado. Mr. Faye kindly refrained from openly accusing me of having slighted the "poor relation," i.e., the Passé Surcomposé; however, I am afraid that I am to be found guilty of having done so, and I should like to take this opportunity to attempt to justify so base an action.

Logically and grammatically, as the literary Passé Simple is replaced in conversation by the Passé Composé, so the literary Passé Antérieur should be replaced in conversation by the Passé Surcomposé. This is clearly shown by the tenses according to their level:<sup>2</sup>

Imparfait – Passé Composé – Passé Simple Plus-que-parfait – Passé Surcomposé – Passé Antérieur

If, as the distinguished grammarian Brunot states, the *Plus-que-parfait* is now being used in literary style where one would expect the *Passé Antérieur*, along with the *Passé Simple*,<sup>3</sup> is it not logical that the *Plus-que-parfait* may be used in conversational style where one would expect the *Passé Surcomposé*, along with the *Passé Composé*?

Perhaps the following comparison and examples will serve to illustrate this point more clearly:

### Literary Style

The Passé Simple with the Passé Antérieur or the Plus-que-parfait.

Il sortit dès qu'il eut fini (avait fini) son travail.

Substitution of the *Plus-que-parfait* for the *Passé Antérieur* as indicated by Brunot.

### Conversational Style

The Passé Composé with the Passé Surcomposé or the Plus-que-parfait.

Il est sorti dès qu'il a eu fini (avait fini) son travail.

Substitution of the *Plus-que-parfait* for the *Passé Surcomposé* analogous to the substitution in literary style.

<sup>&</sup>lt;sup>1</sup> Faye, Paul-Louis, "Poor Relations Among the French Tenses." *Modern Language Journal*, xVIII, pp. 406, 407. See also the writer's article "A Chronological Chart of the Tenses of the Indicative and Subjunctive as an Aid in the Teaching of Their Use," *Modern Language Journal*, xVIII, pp. 191–193.

<sup>&</sup>lt;sup>2</sup> For complete chart, see Modern Language Journal, xVIII, p. 192.

<sup>3 &</sup>quot;Le Plus-que-parfait est devenu en français le temps habituel pour exprimer un plusque-passé; on le recontre même là où l'on attendrait le Passé Antérieur, en liaison avec le Passé Simple." F. Brunot et Ch. Bruneau, Précis de Grammaire Historique de la Langue française, 1933, p. 507.

From the high-school teacher's point of view, I doubt very much the necessity of teaching the Passé Surcomposé. To my knowledge very few grammars edited for high-school use mention this tense. What of the surcomposé of the Plus-que-parfait, which expresses an action previous to the time expressed by the Plus-que-parfait, and also the surcomposé forms of the Futur Antérieur, Conditionnel Passé, Passé du Subjonctif, Infinitif Passé, Participe Passé? Is it only in our high schools that these forms<sup>4</sup> are not deemed necessary?

At a time when one does not use the Passé Simple in conversation,<sup>5</sup> when the Passé Antérieur is very rare in modern French,<sup>6</sup> when the Imparfait du Subjonctif has disappeared from the spoken language,<sup>7</sup> when one hears in Paris, "je crains qu'il viendrait," and when one may say, "j'ai fini dans cinq minutes" for "j'aurai fini dans cinq minutes," should we hesitate to use "quand il avait tourné le coin, il s'est arrêté" for "quand il a eu tourné le coin il s'est arrêté"?

A more recent and more decided flaying of our "poor relation" appears in the *Modern Language Journal*, XIX, 177, in an article by W. T. Phillips and L. Messier entitled "Some Observations on the Critics of the French Academy Grammar." These men write, "Brunot criticizes the grammar for not including in the conjugations of verbs such double compounds as 'j'ai eu reçu.' Such forms are rarely included in grammars, for they are not generally accepted in good usage, and I venture to say that Brunot would have censured the grammar severely if it had given them recognition."

Although the "poor relation" be an outcast, let it not be said that he has received no consideration.

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<sup>4</sup> Brunot et Bruneau, op. cit., pp. 473, 474, 507, 510.

<sup>&</sup>lt;sup>5</sup> Ibid., p. 505.

<sup>6</sup> Ibid., p. 505.

<sup>7</sup> Ibid., p. 514.

<sup>8</sup> Ibid., p. 514.

Grammaire de L'Académie française, p. 171.

<sup>10</sup> Faye, Paul-Louis, op. cit., p. 407.

# Correspondence

### "CANADIAN-FRENCH"

To the Editor of the Modern Language Journal:

In the April, 1935 issue of the Modern Language Journal appeared an article by Mr. Joseph Tamborra, of the University of North Dakota, in which an excellent presentation of phonetics was given. There is a point, however, in this article which should not pass unnoticed: the writer conveys the impression that so-called "Canadian-French" exists in Canada. This legend is unfortunately prevalent in other countries and even in some sections of Western Canada, but it should be stressed that there is no such language as "Canadian-French." French spoken in the Province of Quebec differs from standard French speech in colloquialisms, in the use of Old French terms and in special intonations, etc., but it is French, not a "dialect" or a "patois."

There is no more difference between the French of France and the French spoken in Quebec Province than there is between the English spoken in the United States and in Great Britain. There is as much difference between the English spoken in Boston, in the Southern States or in Western sections of the United States, or between that of Northern and Southern England, as there is between the French spoken in Quebec Province and French spoken in Central France, Southern France (for instance, Marseille),

or Northern France (Normandy, Brittany, etc.).

The usual impression among even well-meaning persons who are not familiar with the subject is that the French spoken in Quebec Province is quite different from real French. This has been time and again proven to be absolutely incorrect. On the occasion of the official visit to Canada, last summer, of French delegates to the "Tricentennial" celebration of the arrival of Jacques-Cartier in New France, many French visitors were surprised to note the excellent French that was spoken in Quebec and expressed their delight at the language spoken generally. It is of course only fair to state that in Quebec the spoken language differs in different sections. As in other countries, the language spoken by the illiterate peasant is not the same as that spoken by the better educated city-dwellers, with business or legal occupations, etc.

If you want confirmation of my statements, you may obtain it from the Department of French of McGill University which offers summer courses in French on account of the French atmosphere existing in Montreal. The standing of this University is such that it would not offer these courses if their students, many of whom are Americans, were to be in a wrong "patois" atmosphere. For those who might still cling to the belief that the French spoken in Quebec is not real French, we recommend a personal visit to Quebec Province where they will find special French hospitality, old-

time customs and, incidentally, excellent scenic tours.

M. G. LALONDE

Canadian Linguaphone Institute, Montreal, Canada.

### "THE GERMANS AS THEY ARE"

To the Editor of the Modern Language Journal:

I have read with great interest Professor C. H. Handschin's article: "The Germans as They Are and Will Be" in the November, 1934 issue of your *Journal* and cannot forbear complimenting the author upon his searching and impartial analysis of the German character with its strikingly

conflicting traits.

The modern German must no doubt appear something of an enigma to the student of national psychology because of that unaccountable but fortunate blending of sentimentality and idealism of the Slav with the realistic attitude and common sense of the Teuton, with the net result that the German is neither an idle dreamer nor a crude materialist. Being able as is no other representative of the human race to form abstract ideas, the modern German can at the same time give them concrete significance and practical application to life, thus combining the power of generalization with careful attention to detail.

Lord Haldane, the great English authority on prewar Germany, tried to sum up the racial difference in habit of mind between the Englishman and the German thus: "The Englishman acts der Vorstellung nach; the German

dem Begriffe nach."1

But the events of the Great War and the post-war period showed to all who participated in them that the wonderful Anpassungsfähigkeit of the modern German (which in turn is the outcome of his Entwicklungsfähigkeit justly stressed by Professor Handschin) enabled him to combine the advantages of both habits of mind and modes of acting.

What is the source of the weakness of modern Germany? We think it may be summed up in these words of Lord Haldane: "Germany seems to me to have had one particular piece of ill-luck, the misfortune of having been born as a nation a hundred years late in the world's history."

EUGENE SPENDIAROFF

Leningrad, U.S.S.R.

#### PHONETICS AND "STANDARD SPEECH"

To the Editor of the Modern Language Journal:

An article in your April, 1935 issue, "A Social Approach to Teaching" by W. S. Hendrix and R. E. Monroe, stressed the "confusion of skills and objectives" in foreign language teaching in America. In Japan, where English is the second language of the country, the problem of teaching foreign languages, especially English, is even more important than that of French or German in America. Here in Japan the "confusion of skills and objectives" is rapidly producing something very like despair. The problem has international implications, for English is the chief medium of intercourse with the outside world; if Japan should reverse her present policy of teaching English in all the schools and universities—and there is strong reason to think that she may do so if things do not change for the better—then she will return to something like her previous policy of isolation. We

<sup>&</sup>lt;sup>1</sup> Viscount Haldane, "Universities and National Life" (London: John Murray, 1912), p. 112.

<sup>&</sup>lt;sup>2</sup> Ibid., p. 153.

want more work like the excellent article in your April number, already referred to, to bring unity into our teaching; my own monograph, "What is Standard English Speech?" is an attempt along the same lines, particu-

larly with regard to speech-standards.

When I was lecturing in English in Northwestern University eight years ago it first became clear to me that the colloquial Southern English Standard, as supported by the English phoneticians, is not a true or satisfactory standard for England itself or for the English-speaking world as a whole. My little book is an attempt to substantiate this and to show the defects in the "living phonograph" method of arriving at standards, as well as to illustrate the essential unity of all the main styles of speech on the higher levels.

Most of the confusion, I venture to think, is caused by specialists who are bent on making the arts of speech and letters conform to formulae of their respective sciences. Phoneticians, for example, during the last thirty years or so have been working from Sweet's dictum that "language exists only in the individual." Professor Daniel Jones subscribes to this in his "living phonograph" principle, and, working from the hypothesis that accuracy and thoroughness are all that are needed, he has given us A Pronouncing Dictionary of English, which is consulted as the most authoritative work of its kind by foreigners learning English. Yet it is doubtful whether any impartial man of letters or professional public speaker who has given thought to the subject would subscribe to Professor Jones' conclusions. A simple explanation which is often overlooked is that phoneticians must necessarily concern themselves with differences and variants, whereas the general language critic must forget these and work from the agreements. To the phonetician "language exists only in the individual"; to the investigator of standards all styles of speech in the same language, which are not actually illiterate, are comparable. It would seem that the two attitudes are poles apart and quite irreconcilable, and indeed they are until the differences have been noted and allowed for, but this does not often happen.

You are at liberty to use this letter as you think fit. If it should provoke honest criticism and discussion of these problems, then it will not be entirely

in vain.

JOHN BURBANK

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## • Research and Methodology •

#### COURSE MATERIALS

In the report of the 1934-35 Research Survey, published last month, considerable attention was being given to Course Planning. The Course of Study in French of the Des Moines Public Schools, a 270+xxviii-page mimeographed book, published in September, 1935, is an excellent example of the thorough and painstaking work being done in this area. This department cannot review the volume, but the assistant managing editor in charge wishes to congratulate Miss A. Louise Cotnam and her committee on their four-year project. It merits serious study by other curriculum committees.

Esther J. and Ruth W. Crooks of Goucher College have brought out a similar compilation of course-materials valuable alike to Spanish, Home Economics, and Architecture teachers. The authors suggest also that women's study clubs may find it useful. Their Bibliography on the Spanish Home, 70 mimeographed pages, contains hundreds of annotated references on Exteriors, Interiors, Household Furnishings, and Equipment. The authors believe that most of the books mentioned are available in most city and college libraries.

#### ABSTRACTS

German

Monatshefte, XXVII, 3 (March, 1935).

An experiment in a "Prose Laboratory" at Carleton College is described by Dean Lindsey Blayney. Laboratory procedure is introduced in that a card series has been organized with one sentence on each card, the card next in sequence not being given to the student until he has successfully completed the first problem. Assistants are always on hand to aid. Designed primarily for average and poor students, the system has also proved popular with the good students.

An experiment to determine the relative value of interpolated and original texts undertaken under the auspices of the Institute of School Experimentation is described in this issue. Since interpolated texts are longer, two questions were approached: "Can the interpolated texts be read in the same time as the shorter original texts?" and "Are the results as good?" Tabulation of results showed a slight advantage to the experimental group (interpolated texts) but due to other factors the conclusion was reached that the reading of interpolated texts was at least as good as the older method.

Stanley L. Sharp discusses the recently published *Minimum Standard German Vocabulary Dictionary* and the possibility of its use in connection with the readers in the Hagboldt Series (Heath-Chicago Language Series). He finds that there are 213 words used in the first ten readers which are not included in the *MSGVD*, although this number is reduced to 136 if the simple cognates and geographical terms are not counted. However, the ten readers have only 778 of the 1018 first-year words accepted by the American Association of Teachers of German, and Professor Sharp suggests several methods of filling this deficiency.

Monatshefte, XXVII, 4 (April, 1935).

Allen W. Porterfield makes a spirited appeal for the introduction into the classroom of some linguistic problems to the end that the students may come to some appreciation of the relationship existing among the various Germanic languages. This he believes, and rightly, is *Kulturkunde* of greater importance than "the indisputable fact that the Rhine rises in Switzerland or that toys come from Nürnberg." As an illustration of one of his methods of approaching this problem he takes a simple sentence and translates it into eleven different languages, ten of them Germanic (including Afrikaans) and shows that of the 187 words used, only 21 present any real difficulty to the average student.

That often completely neglected appendage in German texts, the map of Germany, is discussed by Werner Neuse, who points out some of the reasons why it is so neglected by students and teachers alike. He objects to the fact that such a map is usually political, and while admitting that the political map is useful, feels that some of the other illustrations could well give way to additional maps showing the mountains and plains, density

of population, etc.

### Monatshefte, XXVII, 5 (May, 1935).

In an article "Learning the Use of a Foreign Language," R. E. Saleski reviews briefly the history of pedagogical methods in their shift between learning a language and learning about a language. His conclusion is that the good results at Middlebury and Holyoke show that really to attain a working knowledge of the language, one must "allow the modern language teacher full disposition of the student's time, or at least of half his time, each day for a continuous period of several weeks." It should be noted, however, that at the two schools mentioned beginning students are not admitted, although it is at the beginning that repetition is most necessary.

## German Quarterly, VIII, 2 (March, 1935).

Anyone interested in organizing a course in German Commercial Correspondence will do well to read M. G. Bach's report on his success in this field at Hunter College. To make such a course a success, he states, the student should have a thorough knowledge of the grammar (only seniors were admitted), a good acquaintance with the idiom, and a background imparted by a study of correlated subjects in other departments; while the teacher, perhaps most important of all, must have a fair grasp of the fundamental principles of business.

## German Quarterly, VIII, 3 (May, 1935).

Arnold A. Ortman has examined twelve lists of first-year German vocabulary, setting up tables showing the percentage of frequency of the various types of words, etc. Most valuable, however, is an actual list of the words found in at least eleven of the twelve lists examined, and containing approximately 400 words, thereby providing a handy nucleus for determining a first-year vocabulary.

C. K. SCHEIFLEY

#### French

French Review, March, 1935. Tharp, James B., "A Test in French Civilization."

Two forms of 57 test-items each have a single response sheet for use with both forms. Divided into five sections covering: (1) geography and travel; (2) history; (3) fine arts and music; (4) science, invention, and education; and (5) literature; important facts about France are described on the test sheet. The student is to find on the response-sheet the name of the person or place described, and write down its number. The technique could be easily extended to other teaching materials.

Since we teachers claim that one of the aims of foreign language study is to create an appreciation for the customs and civilization of foreign peoples, we may understand the remark of the author that "foreign language study may well be called a social science, since one of the greatest outcomes is an understanding, appreciation, and knowledge of the foreign

people whose language is being studied."

The test has been given to a limited group only, so the real contribution of the test will lie in the use of the test by other teachers of foreign languages. The author invites teachers to try the test and to write him their results and criticisms.

K. W.

French Review, May, 1935. Farmer, A. J., "The Evolution of Foreign Language Teaching in French Secondary Schools."

The aim of the teacher of the French secondary school is essentially to teach culture. The French school teaches how to think and how to judge. To this aim of shaping the French child's mind and the consequent disregard for materials, the author lays the basis for the evolution of method. There was a period of opposition to modern foreign languages, when the teachers taught them only as a sideline and for "reading purposes." Teachers of classical languages scorned the results of examination and declared

modern languages taboo.

The "natural" or "direct" method was at first received enthusiastically in France, and was made official by the Reform of 1902. Doubts began to arise, however, and by 1919 translation and more grammar study were used. The 1925 instructions, while essentially "direct method," strike a nice balance with some of the classical aims of accuracy. Grammar is taught for its needs, and in advanced levels the thème (native-to-foreign language translation) becomes the core of the course. The author is satisfied that France is now well served in its foreign language classes. Noting the continued division of opinion among American foreign language educators, he invites their consideration of the French solution. While admitting that the French situation may not be a valid control in deciding American educational needs he nevertheless drops a strong hint that the French conception of study for performance's sake is after all the only real aim. "If," says he, "it is desired to give modern languages a real status, this can only be done by the affirmation of their educational value, both 'cultural' and 'practical'. Once this is established, all the rest follows naturally."

This article is very valuable historically.

### Spanish

Hispania, February, 1935. Kaulfers, Walter V. "Some Recent Trends in Reorientation of Foreign Language Instruction."

There have been new trends in modern education which have exercised

a profound influence on every phase of foreign languages.

Because of the increasing emphasis on outcomes, instead of objectives, there is a clearer perspective of the place of modern foreign languages in public secondary education. There is more emphasis on abilities, knowledges, interests, appreciations which will enrich life. High-school students are being regarded as prospective citizens rather than exclusively as prospective teachers of modern languages. Only 26 per cent of high-school freshmen have entered college. Since high school is for the large majority of students a finishing rather than a preparatory institution, there is an increasing tendency to emphasize things which have a functional value in daily life.

Another trend is the shift of emphasis from language as an end, to language as a means of communication. The reading materials are being chosen with greater regard for significance of information. Written work is being used less as an end and more as a means for aiding the learning process.

There is a trend toward greater co-operation in professional relations. In this way students may attain more effectively the goals of education. A more scientific attitude in the solutions of instructional problems is acquired.

Hispania, February, 1935. Beardsley, Wilfred A., "Responsibilities of the Teacher of Spanish."

Every possible device should be used to keep foreign languages alive in and out of the classroom. Modern languages fit into the curriculum picture perfectly because of the social needs of today. Methodology should not be improved without improving at the same time the social and philosophical content of courses.

Ibid., May, 1935. Spaulding, R. K., "Notes and Queries on the Relative Pronouns in Modern Spanish."

Different uses of relative pronouns lend variety and richness to the language. Bello considers "el cual" and "el que" interchangeable. Older writers prefer "el cual" to refer to the more remote of two possible antecedents. More modern writers avoid such constructions. Contemporary authors use "que" mostly in non-restrictive clauses, although in literary style "el cual" is the favorite. "El cual" is preferred to "el que" after prepositions. In the use of "quien" and "el que" the latter is generally used in the sense of "he who."

Ibid., May, 1935. Coates, Mary Weld, "Spanish and a New Year's Resolution."

The different reasons for the exclusion of Spanish from the curricula of schools are many. In several places the reason was that the pupils were choosing French as it seemed to be the thing to take. Many courses are offered about Hispanic civilization in schools where no Spanish courses are given. The American movies are also blamed, as even in Spain the people prefer movies without Spanish actors and the Spanish language.

HARRY J. RUSSELL

#### Education

School and Society, July 27, 1935. Arndt, Karl J. R., "Should Americans Teach Foreign Languages?"

Disturbed at the increasing importation by our colleges of foreign teachers to teach foreign languages and at the consequent unemployment of our own product, Mr. Arndt proposes three hypothetical reasons: "(1) Our schools have not been preparing enough men to fill positions; (2) American language instructors are inferior to foreign language instructors; (3) American instructors demand higher salaries than foreign competitors."

He quotes the 1932 report of a committee of the American Council on Education that during the five years preceding, 33 graduate schools had conferred 995 Ph.D.'s in German, and 37 schools had conferred 256 Ph.D.'s in Romance Languages. Assuming that one-third of these graduates were inferior, there should remain enough competent candidates to fill vacancies in our faculties. Moreover, this takes no account of the many recipients of the "teaching degree," the M.A. Mr. Arndt finds ample evidence that the American-trained teacher is not inferior to his foreign colleague and finds some evidence for a counter-charge. The fact that the third reason is true is offered by Mr. Arndt as the reason why many foreign holders of exchange fellowships remain here to teach and find ways to prolong their legal so-journ with no intention of becoming American citizens.

Mr. Arndt would receive distinguished foreign professors, those who had a real contribution to make to our educational system and who did not come as mere exiles from an unsympathetic homeland. Such visitors usually return home afterward, and no young American Ph.D. is left jobless with a consequent threat to future avoidance by candidates of this barren graduate area.

Ibid., August 17, 1935. Young, Charles E. and Fowlkes, John G., "To Teachers of Foreign Languages and Professors of Education."

Seeing that a long and expensive survey of the status of foreign language teaching was recently compiled, the findings interpreted—not unanimously, but interpreted—and recommendations laid down, why all the turmoil in your profession? asks the Educator. Show me the real function of your subject to American education if you want to deserve a place in the curriculum instead of riding the ebbing wave of tradition.

—I can name four good ones, replies the F.L.T.,—language-consciousness, improved expression, vocations, international comity; and fifthly, as a hobby or leisure-time enjoyment, our subject can back several rival subjects off the map.

—Good, says the Educator, the "why" is my problem; the "how" is yours.
—Good, says the F.L.T., and we are going to quit blowing up our pet method (Better say "technique," interrupts the E.) so long as a rival inventor can deliver the goods with his set-up.

—Go to it, says the E., and don't look on us administrators as low-brows. After all, we do have the last say-so; and, by the way, why not confer with my side-kick, the psychologist? He has ideas now and then too. Let's get together!

LET'S!!

Journal of Educational Psychology, January, 1935. Finch, F. H. and Floyd, O. R., "The Relation of Chronological Age to Achievement in the Study of French."

Review of investigations:

- 1. Cheydleur—In a comparison of scores on American Council Alpha Test of thirty-nine adults—ages 18 to 62—with fifty-four college freshmen, the scores of adults were more variable, but the average score was approximately the same. In advanced study the adults surpassed the college students.
- 2. Buswell—Concluded that "the elementary groups are distinctly inferior to the others," but some question exists as to the validity of his findings.

3. Thorndike—Concludes in his "Adult Learning" that age is an ad-

vantage to learning, at least to the ages of 16 to 20.

4. Hemnon-Reached the conclusion after studies by Li and De Sauzé

that age makes no real difference.

- 5. De Sauzé gave French tests to grades 7 to 12. Highest real scores were made in the ninth grade, scores in the seventh grade were inferior to the others.
- 6. Moore—Results of fifty-two cases under age 16 who had studied four semesters and twenty cases under age 16 who had studied six semesters; equaled the state high school average. The IQ of experimental cases was higher; therefore the results cannot be used to evaluate effect of age.

7. University of Minnesota High School—American Council Tests in French were administered by the authors to 147 cases, first-year students aged 11 to 19; intelligence measured by five standard tests.

TABLE I.—CORRELATION BETWEEN (1) AGE, (2) ACHIEVEMENT, AND (3) INTELLIGENCE

Vocabulary	Grammar
$r_{12} = .101 \pm .054$	$r_{12} =117 \pm .055$
$r_{23} = .321 \pm .050$	$r_{23} = .475 \pm .043$
$r_{13} =405 \pm .046$	$r_{12.3} = .093$
~ _ 272	

Note: Correlation of age with achievement for Vocabulary is .10; for grammar, .12. With intelligence held constant by partial correlation, this relationship was raised only to .41 for vocabulary, and reduced to .09 for grammar. Similar data are given on second and third year students.

The authors decided to wait until they know more definitely the results of similar studies on other subject-matters before setting a definite age limit for the efficient study of foreign languages. They conclude by saying, "Lacking this information and facing the practical situation of deciding whether to admit the study of French to the lower grades of the junior high school, the decision, in the light of the material developed in this article and previous studies, should be based upon factors other than chronological age."

Educational Research Bulletin, January 16, 1935. Tyler, Ralph W., "Evaluation: A Challenge to Progressive Education."

The Commission on the Relation of School and College of the Progressive Education Association began in 1933 an eight-year experiment for a more effective program of secondary education. By the co-operation of 265

colleges, thirty secondary schools have been released from the usual college entrance requirements and the eight-year period will permit following high-

school graduates through their college careers.

Dr. Tyler heads the Committee on Reports and Records for this Eightyear Experimental Study and has effected a working organization among
the schools for co-operative attack on evaluation of the educational product.
There is contemplated a much more extended survey of outcomes far beyond the usual record of teachers' marks and scores on standardized tests.
Dr. Tyler, already remarkably successful in devising measurements of behavior hitherto considered intangible, is hopeful of increased use of "index"
measurement, whereby a measurable activity of high correlation with an
intangible indicates a workable measurement of the latter, something like
the way a thermometer measures temperature in terms of the expansion of
a liquid. Dr. Tyler closes with the prophetic statement: "The continuing
improvement of progressive education depends upon the development of
means for evaluating each promising effort of progressive schools in terms
of its major important purposes."

Since foreign language study will be affected by this committee, the readers of the *Journal* will follow this experiment with earnestness. Perhaps Dr. Tyler could be induced to write a preliminary report on our area cover-

ing the accomplishments made so far.

Ibid., April 17, 1935. Uhrbrock, Richard S., "The Vocabulary of a Five-Year-Old."

Since frequency counts of vocabulary in literature became popular, interest has been growing in a similar count of speech vocabulary. In 1930 the Bell Telephone study of 500 telephonic conversations recorded 2210 different words in 79,390 running words; of the total words, 2.8 per cent carried the whole content. Edgar Dale showed that there was a strong likelihood that fundamental speech words are also of high frequency in literature, since 700 of the words known to kindergarten children (who presumably had never read) were in the first thousand words of Thorndike's frequency-count of literary English vocabulary (see Ed. Res. Bull., Dec. 9,

1931)

During the six weeks before her fifth birthday Margaret Ann recorded on thirty-seven Ediphone cylinders reports of her daily activities. She told about her food, visits to friends, a family of robins, the circus, the market; in all about 24,000 running words in which 1457 different common words and 526 proper nouns were used. A remarkable fact was noted that after the first 5000 running words, the number of new words per thousand (hitherto an average of 128) dropped abruptly by fifty or more. However, there were fifty-two new words introduced into the twenty-fourth thousand of running speech. The article lists the different words used. This list should be checked against the Thorndike Word Book to determine the frequencies of the 5-year-old speech-vocabulary.

The author supports the conclusion of the telephone study that "conversation is based on a framework built up of a relatively small number of different words, arranged in many patterns, which support the more variegated words which convey most of the meaning." The technique employed here could be used by an enterprising investigator who might transport an Ediphone and a trunk full of cylinders to the country of his choice, tran-

scribe his records on paper and proceed to analyze the vocabulary-frequencies by established methods.

Bulletin of the Institute for Research in English Teaching (Tokyo, Harold E. Palmer, ed.), February, 1935. Editorial, "Shin Kyôju Hô, or Modern Methods of Language Teaching."

The article objects to the confusion of the term "new" method. In Russia it may mean the revival of a method in common use a thousand years ago; in America it may mean vocabulary-counts, reading-recognition approach and statistical testing. Ask a Japanese teacher the meaning of shin  $ky\hat{o}ju\ h\hat{o}$  and he will reply "the direct method." Ask what that means and you get the reply "talking about the book, the chalk, the window—and doing things with them,"—in other words the first three weeks in a Berlitz

program.

This oral approach with intensive use of environment, explains Mr. Palmer, is really only the ostensive variety of the direct principle of language learning. There exists also the contextual variety, which makes little or no use of objects, actions and gestures. A teacher speaking to his pupils in the foreign language, a student listening to a foreign lecturer, a medical student reading a foreign textbook—all exemplify the contextual direct method. "Nor is the direct method necessarily associated with the oral procedure. One may read without translation, mental or other. . . . Above all, the plan of drawing up limited vocabularies and providing texts written within their limits is a procedure characteristic of the most recent years," adds Palmer, concluding his list of new procedures such as the substitution-table or construction-pattern, use of the gramaphone, radio and typewriter, and the like. Let's say "new" method for things really new, says Palmer.

JAMES B. THARP

Ohio State University, Columbus, Ohio

# · Meetings of Associations ·

#### CALENDAR OF MEETINGS

American Association of Teachers of French, Netherland Plaza Hotel, Cincinnati, Ohio (in conjunction with Modern Language Association of America), January 1.

American Association of Teachers of German, Netherland Plaza Hotel, Cincinnati, Ohio (in conjunction with Modern Language Association of

America), January 1.

American Association of Teachers of Italian, University of Cincinnati, Cincinnati, Ohio (in conjunction with Modern Language Association of America), January 1.

American Association of Teachers of Spanish, Columbia University

and New York University, New York City, December 27-28.

Association of Modern Language Teachers of the Central West and South, Detroit, Michigan, May 1 and 2, 1936.

Association of Modern Language Teachers of the Middle States and

Maryland, Atlantic City, New Jersey, November 30, 1935.

Illinois State Meeting, University of Illinois, Urbana, Illinois, November 22 (in conjunction with the Modern Language Section of the State High School Conference).

Linguistic Society of America, Hotel Astor, New York City, December

26 - 28

National Education Association, Department of Superintendence, Section for Modern Foreign Language Supervisors, St. Louis, Missouri, February 24.

Pennsylvania State Modern Language Association (in conjunction with State Education Association), Harrisburg, Pennsylvania, December 28.

South Atlantic Modern Language Association, University of Georgia, Athens, Georgia, November 29-30, 1935.

### NEW SECTION AT DEPARTMENT OF SUPERINTENDENCE

At the approaching meeting of the Department of Superintendence of the National Education Association in St. Louis, Missouri, the new section for modern foreign language supervisors, initiated by the National Federation of Modern Language Teachers, will be inaugurated. The first meeting of the new section will be held on Monday, February 24, at 2:30 p.m., under the auspices of the National Federation, which has appointed as the committee in charge Miss Lilly Lindquist, Supervisor of Foreign Languages in the Detroit Public Schools, and Professor Bert E. Young of Indiana University.

The program will be a panel discussion of the topic, "The Place of Modern Foreign Language Study in an Integrated Secondary-School Program." The chairman of the panel will be Professor Wilford Aiken of Ohio State University, who is chairman of the Commission on the Relationship of Secondary School and College of the Progressive Education Association. This commission is directing an eight-year experiment on curriculum-building among thirty selected secondary schools of the United States. The

panel for the meeting will also include representatives of the classroom teacher, high-school principal, city-system supervisor, professional journals and associations, teacher-training, and a dean of a School of Education. The complete personnel will be announced later. Visitors to the Department of Superintendence meetings should not fail to include this new section in their plans.

### MIDDLE STATES ASSOCIATION

Among the speakers at the meeting of the Middle States Association of Modern Language Teachers, to be held at Haddon Hall, Atlantic City, New Jersey, on the morning of Saturday, November 30, are Professor Jane F. Goodloe, Goucher College: "German Texts: Actual and Possible"; Estelle Leonard, Cambridge, Md. High School, and Professor Esther J. Crooks, Goucher College: "Social Motives in the Teaching of Spanish"; and Professor Norman L. Torrey, Swarthmore College: "Voltaire, Humanist."

During the meeting radio addresses over Station WPG, the Atlantic City Municipal Station, will be made by Dean Henry Grattan Doyle, George Washington University, managing editor of the *Modern Language Journal*: "Why Study Modern Foreign Languages?", and another speaker,

to be announced.

Teachers from the Middle Atlantic States are cordially invited to attend the meeting.

#### AMERICAN ASSOCIATION OF TEACHERS OF FRENCH

The program for the annual meeting on January 1 is as follows: Morning session, 10:30 a.m., Hall of Mirrors, Netherland Plaza Hotel, Cincinnati, Ohio. Speakers: Professor Russell P. Jameson, Oberlin College, "A Valid Social Approach to the Study of French"; Professor H. E. Ford, University of Toronto, "The Problem of Vocabulary Control in Reading Instruction in French." Luncheon, 1:00 p.m., Pavilion Caprice. Presiding: President Louis J. A. Mercier, Harvard University. Speakers: Dr. A. B. de Sauzé, Director of Foreign Languages, Cleveland, Ohio, "The Preparation of the Teacher of French"; Professor Régis Michaud, University of Illinois, "Tournants Littéraires du xxe Siècle." (Reservations for the luncheon, the price of which is \$1.25, should be sent to the manager of the hotel or to the secretary-treasurer of the Association, Professor James B. Tharp, Ohio State University, Columbus, Ohio.)

#### AMERICAN ASSOCIATION OF TEACHERS OF ITALIAN

The "Italian Literature I" group of the Modern Language Association of America will meet on Wednesday morning, January 1, at eleven o'clock. At one o'clock on the same day the annual "pranzo italiano" will be held, followed immediately by the annual meeting of the American Association of Teachers of Italian. Further details may be had from the secretary-treasurer, Professor Camillo P. Merlino, University of Michigan, Ann Arbor, Michigan.

## Notes and News

## WORK OF THE COMMITTEE ON PHONETICS OF THE FEDERATION OF MODERN LANGUAGE TEACHERS

The Committee on Phonetics, a committee of the National Federation of Modern Language Teachers, was appointed in 1932 by the then President of the Federation, Professor C. H. Handschin of Miami University. The chairman of the Committee is Professor James L. Barker of the University of Utah, the other members being Professor Russell of Miami University, Professor Morris of the University of Michigan, and Madame Varney of Barnard College, Columbia University. The specific functions of this Committee were: (1) to discover how far the phonetic method is part of teaching practice; and (2) to secure closer co-operation among phoneticians and classroom teachers.

It is encouraging to find many modern language teachers interested in correct pronunciation, and to see how they strive to give students the necessary instruction. Not only is this true in the foreign languages, but in English as well. Teachers of English endeavor to improve the pronunciation of foreign students and to correct the speech of careless American pupils. But it is disheartening to observe that, in many colleges and schools, this very important aspect of language study has not been accorded a proper place in the curriculum.

To secure a closer co-operation among phoneticians and classroom teachers would include, of necessity, the use of phonograph records and films illustrating speech-production and speech-correction. The Committee desires to serve as a center of information concerning these records and films. The Committee also hopes to demonstrate phonetic techniques in teaching, and to co-ordinate valuable research that may be useful in classroom practice.

Therefore, at the 1933 meeting of the Modern Language Association of America in St. Louis and at the 1934 meeting at Swarthmore, the Committee presented exhibits of phonetic materials and gave demonstrations of methods in use at five institutions. These temporary exhibits are being followed by permanent exhibits at strategic points in the East, the Middle West, and on the Pacific Coast.

In the East, at Columbia University, the exhibit is being arranged under the direction of Professor Greet of the Department of English. This exhibit consists of the Columbia University collection, which has over 3000 records of the varieties of American speech, including some 300 records of men eminent as statesmen and authors. A double turntable recorder to record from microphone and radio has been acquired for this laboratory. The Erpi Pictures Consultants, Inc., has installed one of their modern phonographs for reproducing both lateral-and vertical-cut records. They have sent also a collection of linguistic records, French, Spanish, and Latin. Of interest are the "Linguaphone" records, the records of Harold D. Palmer, R.C.A.-Victor's American Speech series and the records of Windsor Daggett. Recently Mr. George Hibbit has made some 150 records of folk-songs in North Carolina and Pennsylvania, and these are on exhibition. Several Pathé French phonograph records of the Institut de Phonétique of the University of Paris, together with a number of discs of the French pronunciation of American students, have been added to the collection. Two chimographs complete this equipment. The Columbia exhibit is now open on Saturdays from 10 to 12.

At Chicago similar material is being arranged under the direction of Professor Bond of the Department of French, in close co-operation with Professor Parmenter of the Department of Phonetics. On the West Coast a third exhibit is being assembled.

It is hoped that these permanent exhibits will be helpful in stimulating interest in phonetic teaching, and in furnishing information about the latest developments in the field.

This year the Committee will offer an exhibit for the National Federation of Modern Language Teachers of America during the annual meeting of the Modern Language Association in Cincinnati. The exhibit will be arranged under three divisions: material on the application of the results of research to the teaching of pronunciation, texts and phonograph records for classroom teaching, and material illustrating current methods and technique in research.

JEANNE VIDON-VARNEY

Barnard College, Columbia University

The April 7, 1935 issue of the Courier des États-Unis (New York City) devoted several pages to an enthusiastic account of the development of the American Association of Teachers of French, with portraits of the lamented Charles A. Downer and of numerous other leaders in the founding and present functioning of the Association.

The Council on Inter-American Relations, Inc. maintains a Latin-American Center and Library at 67 Broad Street, New York City, with a large collection of volumes dealing with Latin America, as well as files of more than 100 daily newspapers and many magazines from Latin-American countries. Headquarters of Latin-American Chambers of Commerce, notably those of Argentina, Brazil, Colombia, and Peru, are located at the Center.

The Librairie Larousse has begun publication of a new collection of cheap reprints of French classics under the title "Classiques Larousse"—small, paper-bound volumes of 100-odd pages, with good introductory "notices," and with subjects for "devoirs" and questions on the respective works appended. The price is only 1 fr. 50 per volume. Among the titles already issued are: Ronsard, Poésies Choisies (2 vols.); Corneille, Le Cid; Molière, Le Misanthrope; Racine, Andromaque; La Fontaine, Fables Choisies (2 vols.); Buffon, Pages Choisies; Lamartine, Méditations; Sand, La Mare au Diable; and Baudelaire, Pages Choisies.

The South Atlantic Modern Language Association has published vol. I, no. 2 of its South Atlantic Bulletin, under the editorship of Professor S. E. Leavitt of the University of North Carolina. Professor Leavitt is chairman of the Committee on Bibliographical Resources and Research of the Association, of which Professor J. C. Dawson, of the University of Alabama, is president and Professor John A. Strausbaugh, of Emory University, is secretary-treasurer.

The United French Publishers (1819 Broadway, New York City), of which our distinguished and scholarly co-worker, Dr. J. J. Champenois, is director, has published a 44-page pamphlet entitled "French Scholarship and Learning, 1927–1934," which presents a classified list of important books published in France during the period indicated. Literature and history receive most space, but biography, fine arts, economics, law, medicine, music, science, etc., are not overlooked.

Professor Giuseppe Prezzolini, director of the Casa Italiana, Columbia University, in collaboration with graduate students in the Italian department, is compiling a bibliography of Italian literature. The bibliography will contain articles about Italian writers, from the earliest to contemporary times. It is the first complete bibliography of its kind to be published.

The staff of the Casa Italiana also is acting as consultant for a series of films on Italy, for use in secondary schools, which will be released in the near future. Following the trend toward visual education, the sound film will present Italian history, painting, sculpture, architecture and other aspects of life in Italy. This educational talking picture follows the method of teaching Italian at the Casa. Rather than stress rules and syntax, as is usual in elementary language courses, the Italian courses at Columbia and Barnard acquaint the students with the culture of Italy and the everyday language of the people.

A radio program similar to the film also is being arranged by the Casa, as one of a series of educational programs about foreign countries which is being produced under the auspices of

the National Advisory Council on Radio in Education.

La Prensa, the Spanish daily of New York City (245 Canal Street), realizing the importance of a reliable Spanish bookstore service in New York City, has established such a service, largely in the interest of teachers and students of Spanish. In a circular letter dated July 26, Mr. José Camprubí, the publisher of La Prensa, asks American teachers of Spanish to make suggestions as to titles to be carried in stock.

The Institute of International Education (2 West 45th Street, New York City) issues helpful leaflets on "Graduate Study Abroad," "The Junior Year Abroad," etc., and is the recognized center for information regarding fellowships and scholarships open to Americans

abroad and to foreign students in the United States.

Lawrence A. Wilkins, formerly Director of Foreign Languages in the High Schools of New York City, has been advanced to a newly-created position, that of Director of Foreign Languages in the New York City Schools, in which he will have supervision of foreign languages in junior high schools, senior high schools, and night schools. Dr. Theodore Huebener of Bryant High School has been appointed Assistant Director.

The Librairie Garnier Frères (6, Rue des Saints-Pères, Paris) which for so many years has produced inexpensive editions of the masterpieces of French and world literature, has undertaken publication of a new series of French translations of the Greek and Roman classics in the manner of the famous Loeb Classical Library, i.e., with original text and French translation "en regard." Among the volumes already issued are: Ausonius (Poetic and Prose Works), Livy (Roman History), Tacitus (De Oratoribus, Agricola, Germania), Eutropius (Roman History), Ovid (Fasti), Cicero (Brutus, De Optimo Genere Oratorum; Tusculanae), Statius (Silvae), Spinoza (Ethics), and Homer (Odyssey)—the last in French translation without the Greek text. Prices are very modest: 12 francs or 15 francs per volume. The series is distinguished by excellent text-editing and notes, and except for mechanical differences of paper and typography, is a worthy companion to the Loeb Library. Because of the importance of the classical tradition in France, American teachers of French will doubtless find much to interest them as this series develops.

The Library of the Carnegie Endowment for International Peace (700 Jackson Place, Washington, D.C.) has issued, as its Reading List No. 35, a selected bibliography of books, pamphlets, and articles, with annotations, under the title, "Intellectual and Cultural Relations Between the United States and Latin America." Miss Mary Alice Matthews is the

compiler.

The University Museum of Philadelphia has established the "Latin American Institute for Race and Culture Studies," with an Advisory Council which includes, among Americans, Franz Boas, John M. Cooper, E. A. Hooton, Philip A. Means, Alfred M. Tozzer, Matthew Stirling, George C. Vaillant, and Sylvanus G. Morley, and among Latin Americans, Manuel Gamio and Julio C. Tello, as well as other noted anthropologists and archaeologists. The Institute issues a leaflet, which is sent gratis to all members.

The United States House of the "Cité Universitaire" in Paris has issued an attractive booklet describing the accommodations open to American students and teachers, for long or short periods. Address the Director, Donald A. Lowrie, 15, Boulevard Jourdan, Paris (14•),

France.

The Anchorite Press, of New York, has just published Sanskrit: Essentials of Grammar and Language, by Dr. Kurt F. Leidecker, of the Department of German in Rensselaer Polytechnic Institute, Troy, New York.

English will be taught as a required subject in the high schools of Spain, beginning in 1938, according to the *Journal of Education*, which gives Dr. Filiberto Villalobos, Spanish

Minister of Education, as authority for its statement.

The American Council of Learned Societies is able to offer a limited number of small grants to individual scholars to assist them in carrying on definite projects of research in the humanistic sciences: philosophy; philology, literature and linguistics; archeology and art;

musicology; history, especially all branches of cultural and intellectual history, but exclusive of those branches that are essentially social, economic and political history, and auxiliary sciences. The grants are designed to assist research by scholars who are trained in scientific methods of investigation. The maximum amount of the grants is three hundred dollars. Small additional allowances may, however, be made at the discretion of the committee to meet unusual expenses involved in the research. Further information may be obtained from the Secretary for Fellowships and Grants, American Council of Learned Societies, 907 Fifteenth Street, Washington, D.C. Applications must be received not later than January 1.

### PERSONALIA

Professor Benjamin Mather Woodbridge of Reed College has been named Chevalier de l'Ordre de la Couronne by Leopold III of Belgium. Dr. Woodbridge was a Fellow of the C.R.B. Educational Foundation in 1927–28, and published a book entitled "Le Roman Belge Contemporain," dealing with novelists of Flemish inspiration. This book was crowned by the Royal Belgian Academy in 1934. Dr. Woodbridge contributes frequent articles on Belgian literature to Books Abroad, The Romanic Review and to Belgian periodicals. He is preparing a second volume, "Croquis Belges," which will be devoted primarily to novelists of the Walloon tradition.

Mrs. Henri C. Olinger, wife of Professor Olinger of the French Department of New York University, has resigned her position in the Pelham High School to join the faculty of Nassau College of New York University. She will also be in charge of certain advanced French courses at the College of Mount St. Vincent at Riverdale.

Dr. Harry Conrad Thurnau, for over twenty years Professor of German at the University of Kansas, died on August 6, at the age of fifty-eight years.

Dr. A. Heywood Knowlton, Professor of Romance Languages at Dartmouth College, was drowned on August 9. He was thirty-nine years old.

Dr. E. G. Gardner, Professor of Italian in the University of London from 1923 to 1934, and in the University of Manchester from 1919 to 1923, died on August 3 at the age of sixty-six years. At both Manchester and London he was the first holder of the chair of Italian in those universities.

#### VARIA

The fiftieth anniversary of the death of Victor Hugo was fittingly commemorated during the past summer in Paris. On May 27, the date of his death, an official ceremony was held in the Panthéon, and performances of "Hernani" "Ruy Blas," and the opera "Rigoletto" were featured. An open-air performance of "Marion de Lorme" was also planned.

The Summer School Review of the University of Puerto Rico contains in its July 19 issue an interesting article, in Spanish, on the "Instituto Ibero-Americano" of the University by

the Director of the Institute, Dr. Richard Pattee.

The June issue of Les Langues Modernes (Bulletin Mensuel de l'Association des Professeurs de Langues Vivantes de l'Enseignement Public) contains all the "textes officiels" concerning the teaching of modern foreign languages in French lycées and collèges, under the title "Statut des Langues Vivantes en France: Enseignement Supérieur; Enseignement Secondaire." The material extends to 112 pages.

A German realia catalogue has been issued by B. Westermann Company, 13 West 46th Street, New York City.

# • "What Others Say-" •

### LANGUAGE REQUIREMENTS

The ability to read either French or German—and to read it pretty well—has now become the standard of achievement in modern languages required for graduation from Harvard College. The requirement of an elementary knowledge of a second modern language has been abandoned. Most people will, we think, agree that this step is an advance toward reality in defining the aims of undergraduate instruction. A reading knowledge of one language is hereafter to mean something substantial; and the attainment of such knowledge is not to be retarded, or the purpose of doing so obscured, by the additional demand for a passing acquaintance, often quite perfunctory, with a second language.

Several particulars in the action of the Faculty Council on the language requirements are worthy of note.

The abandonment of the elementary language requirement was not a retreat or a lowering of standards. It is intended to have positive effects. The reading knowledge now to be demanded is definitely of higher standard than before and may be raised to still higher levels hereafter. A permanent faculty committee has been appointed, among whose immediate duties will be the reorganization of the elementary language courses in order to make them more effective in giving students both a reading knowledge and the power of oral use of the languages as well as providing a background for the languages in the study of the life and civilization of France and of Germany. Reading, so far as possible, is to be intelligent reading. Moreover, closer relations are to be established in the field of language instruction with the preparatory schools, and summer courses in languages are to be organized on a new basis. Opportunities for the study of languages directed specifically toward the Harvard requirement are thus to be multiplied, while the requirement is itself to have a new meaning.

Meanwhile, the freshmen will be introduced more freely and more rapidly to work of really college grade and character, since they need no longer devote their time to beginning work in a new language. They can thus more readily explore the fields of study among which they must choose when they select their fields of concentration. This is a gain that may be hard to measure, but it is a step toward real values and away from mere conformity to arbitrary requirements.

Undergraduates will be urged to consider carefully the wisdom of acquiring a knowledge of a second language, even if they are no longer forced to begin it. A student who takes a second language because he recognizes its value and knows he is likely to need and use it will go further and get more than the student who begins a language merely because he must. The new plan as a whole shows vigor and clarity in dealing with a strictly educational issue.— Editorial in Harvard Alumni Bulletin, xxxvII, no. 34 (June 14, 1935), pp. 1089–90.

## TEACHER-TRAINING TERMED "RACKET" BY HEAD OF BARNARD COLLEGE

Dr. Virginia C. Gildersleeve, Dean of Barnard College, charged recently that, owing to a growing "racket" in teacher-training, it was "rapidly becoming impossible for graduates of our best liberal arts colleges to teach in the public schools of this country."

To illustrate her conception of the "racket," Dr. Gildersleeve cited an imaginary case of a State Normal School which arranged a complicated curriculum of certain specific subjects and then persuaded the State Board of Education to require all these subjects from candidates for teaching jobs.

As a result, she added, "any young resident of the State of Blankdash who looks forward to teaching will go not to the local college of Liberalia, or to Harvard, or Radcliffe, or Bryn Mawr, but to the State Normal School of Blankdash, which has what amounts to a stronghold monopoly on the public school positions in that State."

The value of increased requirements in the theory and principles of teaching, as well as professional technique, also was questioned by Dean Gildersleeve. In her opinion this tends to force students to include this in their undergraduate work at the expense of study of the

subjects they expect to teach.

Dr. Gildersleeve emphasized the necessity for devising a curriculum that will produce graduates professionally qualified as teachers who will be at the same time "fairly well-educated human beings."—Journal of Education, CXVIII, no. 11 (June 3, 1935), p. 318.

#### THE DEGREE RACKET

A Professor in a State Normal School: "Have you ever seen a dog trying to catch his own tail and in so doing spin round and round? Well, that is pretty much what is going on in the teaching profession today. The colleges of education have set up standards from time to time which, in order to be met, require that the teachers attending these institutions spend longer and longer time in them. The excuse given is that the more one studies and the more degrees that one has the better teacher he becomes. This is the good reason that is given. The real reason is an economic one. Who among us is willing to give up our jobs voluntarily? None! So we must have students coming continually so that our salaries may be paid. Why does one University have more than 700 candidates for the Ph.D. degree when the Board of Trustees allows only 100 degrees to be given during one year? If you ask them, all kinds of rationalizations are given; but I think the real reason is an economic one. Certainly we know that the correlation between the number of courses taken, above a certain minimum, and teaching quality is too low to justify all of this emphasis on advanced study. So I am of the opinion that unless a course is attractive to the student, forget all about it and study something else."—From "The Round Table," Journal of Education, CXVIII, no. 12 (June 17, 1935), p. 340.

## Reviews

#### A CORRECTION

IN A REVIEW of Larsimont's La Belgique Triomphante (World Book Company), published in the March 1935 issue of the Journal, the price was erroneously reported as 30 cents, instead of \$1.28. The Journal regrets this error.

MICHAUD RÉGIS, Modern Thought and Literature in France. New York: Funk and Wagnalls Co. xiii, 326 pp.

This book is the work of a man who has labored many years in the French-American field, who brings to his subject an unusually desirable experience in interpreting the two countries to each other. Comments are detailed, definite, and worthy of study by specialists as well as those seeking more general culture. The college world needs more books of this kind.

Professor Michaud is especially commendable in his treatment of Proust, Claudel, Gide, Duhamel, and Jules Romains. His interpretation of the several poetic movements of the past few decades is very keen. He also carries conviction in his occasional restrictions, such as that on Valéry, p. 211.

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The author is not so convincing in his remarks on Anatole France. No doubt he is more sympathetic with Péguy and the constructive writers, and this is his privilege. Yet he sees almost exclusively the cynical and negative side of Anatole France; I could quote twenty apposite remarks from the several epochs of Anatole France's writings as sincere and as constructive as anything ever written by Péguy.

Again, Professor Michaud is on dubious ground when he asserts several times that the problem novel and play are dead. He does not define these *genres* closely enough to justify this observation. Unless narrowly defined, the problem novel and play are not merely not

dead; they will probably be stronger fifty years from now than at present.

This book is good enough to make the interested reader want to argue many points with the author, and that is a high recommendation for any book.

WILFRED A. BEARDSLEY

Goucher College, Baltimore, Maryland

MEILLET, ANTOINE, Introduction à l'étude des langues indo-européennes. 7e édition refondu. Paris: Hachette, 1934. xiv, 514 pp. Price, 60 francs.

The languages taught in American schools and colleges are all of Indo-European origin, and this new and enlarged edition of Meillet's standard work can be recommended to all language teachers who would like to know something of the structure and development of this remarkable group of languages.

The work is thoroughly objective and scientific: its aim, as stated in the preface to the original edition, is to "indiquer brièvement les concordances qu'on observe entre les diverses langues indo-européennes et les conclusions qu'on en peut tirer" (p. vii), and it is specifically intended for the non-specialist in Indo-European linguistics. The standard and well-accepted views are everywhere presented, and even in the matter of transcriptions there are no innovations.

Chapter 1 presents a well-reasoned summary of the comparative method in linguistics and the results that can be expected from it. Chapter 2 indicates the various branches of Indo-European, and their extent. Chapter 3 describes the phonetic structure of Indo-European, and gives brief summaries of the changes undergone by the original sounds in the several branches of the family; the phonetic terminology is sometimes old-fashioned, and could well have been replaced by a more rigorously scientific use of terms. Chapter 4 deals with the essentials of Indo-European morphology, and especially with the phenomenon of apophony or ablaut, a phenomenon of tremendous importance in early Indo-European, and one which is still not entirely dead, as can be witnessed by the analogic creation of such an English form as dove for dived. Chapters 5 and 6 consider the verb and the noun, Chapter 7 takes up the sentence, Chapter 8 the vocabulary, and Chapter 9 the development of the Indo-European languages. A conclusion, a historical and a bibliographical appendix, and an index, terminate the book. The treatments of the vocabulary and of the development of the various language groups should be of interest to the general reader.

The book is well printed, but the paper, unfortunately, is of that coarse, heavy type, quick to yellow and crumble, so frequent in French books.

GEORGE L. TRAGER

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MAROUZEAU, J., Lexique de la terminologie linguistique. Paris: Librairie Orientaliste Paul Geuthner, 1933. 205 pp. Price, 40 francs.

This is a book which every student of linguistics ought to have on his desk. We know how haphazardly grammatical terminology is used, what confusion reigns in the house of language

when it comes to technical terms. The efforts embodied in the once "epoch-making" Hale Report on Grammatical Nomenclature have remained fruitless. Only in chemistry, when it was alchemy, could similar conditions be found.

This book gives eminently acceptable and frequently very illuminating definitions of terms current in linguistic discussion. No one has any excuse today for wondering what is meant by aspect, or pretending, in shy, but dignified conservatism, to doubt that there be a valid difference between perfective and imperfective verbs. It is true that a good many grammarians still confuse form and function; in a well-known work felix is listed as having only one gender. But one may hope for better times. Such a book as this "Lexique" ought to help.

In this connection the reviewer wishes to mention Professor Marouzeau's book on L'Ordre des mots dans la phrase latine as containing information most valuable for anyone who wants to find, on the obnoxious question of the position of the adjective in French, something more substantial than the mealy fare he is treated to in the common run of French grammars.

Together with definitions in the usual sense the book contains no small amount of erudite information and sometimes short, pertinent discussions. German equivalents are given opposite the French terms; they are also listed in a special index. Among possible omissions might be mentioned Grassmann's law. Typographical slips are commendably few (cf. p. 112, l. 3). In short, this is a conscientious and valuable book, one we may well congratulate ourselves upon having available.

Paul-Louis Faye

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LARRA, MARIANO JOSÉ DE, Artículos de Larra. Edited, with introduction, notes and vocabulary, by J. Horace Nunemaker. New York: The Macmillan Co. vi, 167 pp. Price, \$1.10.

This is an important book, for it offers to Spanish teachers a very stimulating essayist in brief form, with editing appropriate to the period just before specialization. I have advocated for several years giving every student of a modern language at least one text of permanent literary value before he chooses his field of major study. Larra is excellent for this purpose; he is humorous, scintillating, profound. Besides, Larra has proved his staying powers; he is as fresh today as when he wrote these essays. Even the "ornery" student can be but little bored by the ninety pages of this text.

The editing throughout is workmanlike. The introduction is good, though I could tolerate more detail. The bibliography is excellent. The vocabulary is complete, and the notes are chiefly explanatory, as is normal for Larra. More could be made of the controversial social elements presented, but it is perhaps for the best that we make haste slowly in this side of our modern language texts.

The real point is that we progress at all. I consider it a matter of jubilation that occasionally we can forget the dim Victorian romances, the naughty adventures of childhood, and the bloody deeds of Chinese war-lords, which usually take up the bulk of our teaching time in Spanish classes.

WILFRED A. BEARDSLEY

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LARRA, MARIANO JOSÉ DE, Macías. Edited by J. H. Nunemaker and K. H. Vanderford. New York: The Macmillan Co., 1935. xxxiii, 141 pp. Price, \$1.20.

This four-act romantic drama in verse, by one of the most interesting of Spanish authors, is presented in a very attractive edition.

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Of the three separate divisions of the introductory material the introduction-proper provides information about Larra's life and literary work and about Macías in history and literature. The character of the text to which this material serves as introduction naturally dictated emphasis upon the poetic and dramatic aspects of Larra's work, but it seems regrettable that the editors did not provide more information about the author's journalistic and critical writings. The author's identification of himself with Macías is clearly presented. A discussion of Spanish versification, as the second division of the introductory material, is a highly commendable inclusion, for students seem so unfamiliar with verse forms and analysis of them as to make this information of genuine value. A bibliography of Larra in particular and of various aspects of Spanish literature in general completes the introductory material.

As the text is adapted for use in rather advanced classes, no exercises are provided. Only infinitive forms of verbs are given in the vocabulary. Occasionally a word in a passage for which translation has been supplied in the notes is not represented, but in general the vocabulary seems complete.

CAMERON C. GULLETTE

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APPELT, E. P. (ed.), Aus alten Zeiten. Held Siegfried, Kriemhilds Rache, Reineke Fuchs, Deutsche Sagen erzählt von Franz Lichtenberger. Revised and edited, with introductions, notes, exercises, and vocabulary. New York: Prentice-Hall, Inc., 1934. viii, 324 pages. Price, \$1.35.

This book is intended to supply easy material for rapid reading in the first year. It consists of four booklets of Marhold Jugendbücher which are "used widely in both German and foreign schools." It is not a graded reader, but it contains easy and interesting stories whose content the student is able to grasp. The material is interesting but fairly difficult, because of a rather extensive vocabulary; however, the editor states in the Preface that Held Siegfried was read with great enjoyment during the last six weeks of the first semester, while Kriemhilds Rache and Reineke Fuchs were used in second-semester classes.

The material, as presented, is published for the first time in this country, and will give the student an idea of the contents of the Niebelungenlied, Reineke Fuchs, and of some of the familiar German Sagen by the Grimms and others. Whether the Herculean exploits of Siegfried, the Amazonian feats of Brunhild, the black treachery of Hagen, and the terrible revenge of Kriemhild that led to the shedding of rivers of blood, will appeal to all students, must be learned by trial. There are times when all humans would like to have the Tarnkappe and the immeasurable strength of such a valiant and mighty swordsman as Siegfried. The inimitable satire of Reineke Fuchs and the ideas in the Sagen are still of universal appeal, vigorously elemental, but still true to life today.

The book contains about 250 pages of text, in addition to a number of topics for oral and written discussion and review. The vocabulary occupies 56 pages and contains approximately 2700 German words. The well-written introductions in German by the editor supply "information for which students have actually asked."

In spite of excellent editing, a few omissions and errors have come to the reviewer's notice. On page 55, line 4, read dann instead of dan; 256, line 15, read so lang instead of solang. Words missing from the vocabulary are: Hornschicht 17, line 22; losprengen 28, line 4; emporreissen 29, line 8; Steckenpferd 219, line 5; überlisten 233, line 2; überhaupt 239, line 25; im voraus 158, line 5; ohne weiteres 49, line 9; es 31, line 11; sprechen 30, line 4; zu viert 33, line 21; mal used frequently. It would be desirable to have particles, such as: her 22, lines 14 and 151, 3; aus 24, line 23; nur 25, line 18; ja 26, line 6; auf—zu 30, line 26; and ab 158, line 26, translated or explained in the vocabulary. Footnotes would have assisted in explaining schöne Worte machen 151, line 13; tausend Mann 26, line 8; alle Tage 233, line 26; Was machen

wir nun bloss? 252, line 20; and tun 137, line 6. For ready reference all the footnotes might have been incorporated in the general vocabulary. A Fussspur (of a fox) is a "track" rather than a "footstep"; "chicken-hunt" for Hühnerjagd sounds unfamiliar; verdienen does not mean "deserve" on page 254, line 13. The word "corn" usually means "Indian corn" in this country, accordingly Kornfeld should be translated "grain-field." No plural is given for the word Korn, yet the plural Körner occurs on page 241, line 25. Ähre is translated "ear (of corn)," while on page 243, line 11 it means an "ear of wheat."

The book has an excellent appearance, and its binding, make-up and type are artistic and practical. A few illustrations imitating old woodcuts accompany the text. It is a welcome

addition to the Prentice-Hall series of German texts.

WILLIAM F. KAMMAN

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PITTARO, JOHN M., AND GREEN, ALEXANDER (eds.), Veinte cuentos divertidos: Lecturas literarias. Adapted and edited. Boston: D. C. Heath and Company, 1935. 187 pp. (text 65). Price, \$1.12.

The text and exercises in this volume are reprinted verbatim from the authors' Progressive Spanish, published two years earlier. There is a short preface (containing "Suggestions to Teachers") and a vocabulary of about 1800 words. Thus there are somewhat more than twenty-five new words to the page of text. Since the book is intended for the second year of high-school study, certain types of words are omitted from the vocabulary (with some instances of the usual lack of logic in such procedure). An interesting feature of the vocabulary, also carried over from Progressive Spanish, is the marking of cognates, the obvious and the less obvious ones being marked differently. The editors say that "a majority of the words" are thus marked. Excellent word-studies in the elaborate exercises give really helpful assistance in acquiring vocabulary material.

In addition to the word-studies, each exercise contains a section stressing comprehension and including tests, a section of creative projects (concerning which I wish there were space to say more, since the editors, I believe rightly, treat it as one of the most important parts of the book), and suggestions for collateral reading in English, mainly from travel-books about Spain. It may not be within the province of such a book to evaluate the references for outside reading, but our students should somehow be informed concerning the authoritativeness of books recommended, and not all teachers can do this. Students should be warned also to notice whether the book describes the present-day Spain or the Spain of yesterday, or even the day before.

One of the more recent effusions (listed in this text) pretends to introduce Spain to the reader when the author obviously has not even a speaking acquaintance with Spain himself, although he claims to interpret it "through the life of the Spanish people" (including those who live in Vascondago—one is as good as the other as far as he knows). Incidentally, one becomes wearied of the "new" interpretations of Spain, almost all of which were written before 1931.

THOS. A. FITZGERALD

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WILLIAMS, EDWIN B. (ed.), Maupassant for Rapid Reading. Edited with notes and vocabulary. New York: F. S. Crofts and Co., 1934. xii, 178 pp. Price, \$1.20.

This volume seems to be justified on three grounds: novelty of selection, unusual treatment of notes in the form of a grammar review, and attractive appearance. The eleven stories,

most of which have not been used in previous school-editions, represent a wide range of moods, including various brands of ironical humor, political satire, mild or grim naturalism, and even incipient dementia. Particularly striking are the powerfully etched portrait of the habitual beer-drinker in "Garçon, un Bock!" and the picaresque humor of "La Question du Latin."

Mindful of his objective, "to provide material and a method for the rapid acquisition of a reading knowledge of French," the editor has included copious footnotes which should make the text clear to students who have mastered the minimum essentials of grammar, and twenty-one pages of supplementary notes in which sentences or phrases from the text are arranged in groups illustrating grammatical principles which usually prove troublesome to students at the intermediate stage. Almost three pages are devoted to the relative pronoun dont, and two pages each are allotted to faire+infinitive, and to être as a tense auxiliary. Aside from two sweeping statements, on pages 98 and 103 respectively, which disregard certain important exceptions, the grammatical material appears to be unusually clear and accurate.

This book will prove most welcome to teachers desiring reading material which has the three-fold merit of relatively simple language, high literary excellence, and commanding interest

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# Rose, Hildegarde and Ernst, Neue Märchen und Erzählungen. New York: Prentice-Hall, Inc., 1934. 183 pp. Price, \$1.20.

Before we open this book, we are attracted by the cover, for the book is "couleur de rose," suggesting the two authors, and the atmosphere within the covers continues the "rosy" humor, from the jolly opening tale, "Der Luftballon," to the tender tone of "Jesus erzählt den Kindern." The stories "Der Hase" and "Der Pfannkuchen" seem not to justify the title of the book, although Vesper's original style make them almost new. Of the several stories in which the Devil plays his magic part, "Pumpernickel" will make the children shiver and like it.

Seven of the seventeen stories are by Will Vesper, and most of them are well suited to students of high-school age. I believe however they would not enjoy the repetition found in the familiar story of Pfannkuchen. It is too much on the order of "The House That Jack Built." The most interesting of the Vesper stories are "Der verzauberte Esel," with its little surprise at the end like an O. Henry story, and "Das gestohlene Schwein," with the trick played upon the greedy owner. Very amusing are the stories of stupid peasants, one who always says what he is told to say, in "Der Weg zur Mühle," and the other who cannot count the donkeys that he is taking to market, "Sechs, Sieben oder Acht."

Heinrich Federer's "Schattendorf" is a charming story of Franz, the boy who was enticed to go out and see the world, and of his sister Berta who brought him back to the dear home in Schattendorf. One of the characters is the old school-master who "never took the stick into his hand" but marked with chalk the cheek of the offender, who wiped it off on the way home. Heinrich Traulsen explains how the flower Erika got its name. A class might well read this just before reading Storm's "Immensee," in which the name Erich and the flower Erika play such an important part. The Christmas-story of "Pinkepank," by Heinrich Scharrelman, tells how Pinkepank (the very name is jolly) plays the part of Weihnachtsmann and, after many adventures, brings joy to many homes, especially to his own. The charm of the stories that have been chosen make one desire to hunt up those that the authors tell us they had to omit, those of Hans Franck and Wilhelm Mathieszen.

The illustrations would capture the imagination of young readers, and older ones too; for instance the teddy-bear riding on the radiator-cap of the automobile. Jacob Fisher makes the Devil a thing of terror, with claws and horns. Of the animal illustrations, Hase and Reineke

Fuchs are particularly good, and for old houses, Pinkepank's, with the sign of "Schneider" over the shop-window in the first floor, is typical.

Questions on each of the stories are found at the back, and wherever notes are needed they are at the bottom of the page, a better arrangement than is found in most textbooks, where they are placed after the reading matter, and are often neglected. It is surprising how lazy students can be! The arrangement of the vocabulary is admirable. The nouns stand out, and the verbs "stand in"; that is they are indented. The compounds of verbs are listed and one is referred to the simple verb.

The stories are well graded, with the easy short tales at the beginning, advancing rather rapidly from Schattendorf to the end, and are well adapted to the elementary work for which they are intended. They would fit first-year reading of the intermediate classes. We thank the Roses for carrying us out of our world of realities for a brief space.

EVA Z. PRICHARD

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## ARJONA, DORIS KING, AND FISHTINE, EDITH, Cuentos contemporáneos. New York: W. W. Norton and Company, 1935. xxvi, 182 pp. Price, \$1.05.

The complicated problem of presenting to American students a representative group of modern Spanish short stories has been dealt with most successfully in this recent publication. The editors have chosen with exceptional judgment eighteen stories by fourteen contemporary Spanish writers. The common mistake of including stories which date back to the Middle Ages, with a goodly sprinkling of stories by writers who flourished in the Romantic Period, has been avoided. Ten of the fourteen authors are still living, the remaining four having died in 1916, 1921, 1928, and 1930. This brings the entire group within the contemporary period. The table of contents reveals the names of Unamuno, Azorín, Palacio Valdés, Blasco Ibáñez, Baroja, and Valle-Inclán (to name less than half), which will suffice to prove the importance of the writers represented by stories.

The stories cover a wide range of human experience from whimsical, humorous anecdotes to tales of horrifying, realistic tragedy. Fernández Flórez pens a delicate satire on the custom of tipping in the mystery of a lost umbrella; Palacio Valdés pictures the broad farce of the hen-pecked bachelor who plays a delightful hoax on his two domineering spinster sisters; Trigo abandons his usual depiction of love as a driving, brute force to tell of the first love-affair of a bashful, stammering youth. This light, humorous side of modern Spanish literature (and there are those who would have us believe that there is no Spanish humor!) is climaxed by Unamuno's meek soul who can not get into Heaven, Purgatory, the Limbo or Hell until he acquires a little aggressiveness, and by Pérez de Ayala's description of a frustrated wake in a small town when a dying man recovers, sending over-eager mourners home in disappointment. The grim side of life is powerfully portrayed in many of its aspects, by Azorín who pictures the decay of an old friend, by Baroja when the young shepherd is left to die in the abyss, and most strikingly of all by Blasco Ibáñez in the horrible story of the serpent who through excess of affection squeezes her master to death in her joy at his return.

The introduction has a brief biographical note on each author and succinct critical comment on his works. For those who desire additional material the bibliography gives an ample list of longer studies on the contemporary field.

The vocabulary is complete except for the intentional omissions indicated in a preliminary statement by the editors. In the matter of omissions the only question that arises is the advisability of leaving out diminutives and augmentatives. Many students will fail to recognize redecita (p. 34), paredones (p. 42) and caballerete (p. 82). The editors have taken particular care with the meanings given in the vocabulary and have in the main chosen the exact word or

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phrase needed for the correct interpretation of the text. A few words whose definitions seem inadequate are rapaz (p. 11), justamente (p. 65), regodeo (p. 105).

The vocabulary is long, containing some 3850 words. The wealth of words in modern Spanish makes it impossible to present any representative group of stories on varied subjects without encountering the drawback of a long vocabulary. The only way to lessen this handicap to the student is by recourse to a visual vocabulary in the cases of infrequently used words. A check of words which has taken the reviewer several days, but which is inadequate for a definitive analysis, shows that about one-third of the words occur but once in the text. If these words were put at the bottom of the pages on which they are found, this (or any similar) modification of the standard vocabulary set-up would be appreciated by all readers.

The text is well suited to the needs of classes in third- and fourth-year high school, in second- and third-year college, and in contemporary prose fiction.

RAYMOND L. GRISMER

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SAXELBY, E., Coquerico. Boston: Ginn and Company, 1934. 160 pp. Price, 80 cents.

Coquerico is a collection of stories written for young beginners in French and is intended for use in the classroom. The stories are copiously illustrated in such a way as to encourage the association of the reading-matter and the pictures. The adventures of the farmyard inhabitants are recounted in an amusing way which delights all small children. They will love these fascinating stories. The large rooster is superb and is admired by Madame Blanche and the little chicken. The goose is very companionable, and the angry turkey is disliked by everyone.

The simple exercises are intended as material for classroom use. They will encourage conversation in the classroom and they may aid the pupils in devising new adventures for their little friends. Although the stories are not written in dramatic form they may be easily dramatized either in the classroom or out-of-doors. Reproductions of the drawings may be made in cardboard and set in action on a home-made stage. Careful attention has been given to the vocabulary. The constant but varied repetition throughout tends to familiarize the pupils with simple phrases which can be learned with little effort.

MARGARET R. FISHER

Reed College, Portland, Oregon

Dodge, Ernest R., and Viereck, Margaret H., Stimmen aus Deutschland. New York: Henry Holt and Company, 1934. 283 pp. Price, \$1.44.

The changes which have occurred in our educational system during recent years have produced many new and interesting methods of approach in teaching, and the latter have, in turn, created a demand for new and more modern types of textbooks. The youths of our day who study modern languages are not interested in fairy-tales and legends, but are more concerned with the events and problems of modern times.

Stimmen aus Deutschland, a cultural German reader, is a book of the modern type. One might indeed say that it marks an innovation in the field of texts designed for rapid reading, since the selections have been contributed by the nation's representative men and women of our time, each a specialist in his or her field. The reading material (200 pages) deals almost entirely with the post-war period up to the revolution of 1933, and consists of some twenty-eight interesting articles, graded in difficulty, written by distinguished German contemporaries on such a variety of subjects as literature, music, art, architecture, biography, theater, science, transportation, aviation and athletics. Each article interprets certain phases of

German life and is preceded by a biographical sketch of the author in English. Illustrations, notes, exercises in conversation, and a vocabulary complete the volume.

The selections in this reader will capture and hold the interest of the student. Since the subject-matter possesses educational and literary value and is at the same time interestingly presented, the student will find it profitable, and his work should be a pleasure instead of a task.

Our students are sincerely anxious to learn what other nations think and do. They want to know what is going on in the fields of human activity and to see how the national character is reflected in the life and experiences of some individual whose achievements have been outstanding in his or her particular field. Stimmen aus Deutschland imparts much valuable information of this kind, and for this reason it promises to become a useful addition to the list of modern German textbooks.

CARL W. JOHNSON

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## BARTON, FRANCIS B., Health Standard French Readings. Boston: D. C. Heath & Co., 1934. 505 pp. Price, \$1.60.

The depression has caused many changes in college life. Among others, lack of money has made students reluctant to buy expensive textbooks, and the teaching staff is anxious not to increase unduly the financial burden of the students and their parents. Lately some publishing companies have advertised drastic cuts in the prices of existing books. Others are endeavoring to publish books more cheaply, especially by the "several-in-one" method.

We have here a book combining very usefully in one volume, at a very moderate price, Les Trois Mousquetaires, Le Voyage de M. Perrichon, Colomba, and Atala. The first story only is abridged, but without marring the essentials of the plot; the others are printed in full. That makes a very nice volume of some 400-odd pages, plus vocabulary and introductory material on the lives of the authors. Informational and explanatory grammatical notes—and this is very welcome—are printed at the bottom of each page, saving the student the unnecessary, time-wasting, and uninviting chore of looking up these notes in the back of the book—unless the student decides not to look them up at all. I notice too, with my congratulations, that these notes are devised for the student (they are unusually brief, simple and clear) and are not, as has too often been the case heretofore, a mere display of erudition—uninteresting, useless, and incomprehensible to the average student.

In Germany both the vocabulary and the notes are often printed as separate booklets, inserted in a pocket inside the back cover; these booklets can be taken out and, being folded in accordion-fashion and printed only on one side, they can be spread out to their full length in front of the reader, thus saving a large amount of time and trouble. I wish some American publisher might have the initiative to start something of the sort here.

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# LEAVITT, STURGIS E., Tres cuentos sud-americanos. New York: F. S. Crofts & Co., 1935. xv, 163 pp. (103 pp. text). Price, \$1.00.

This textbook is designed to furnish a brief appreciation of Hispanic-American life appropriate to the needs of an intermediate course in Spanish in which the main objective is a knowledge of reading. The book contains three stories, the first of which, written by Ugarte, deals with a love-affair built about an Argentinian revolution. The other two, written by Latorre, are very representative of Chilean industrial life. The biographical information in the

introduction on Ugarte and Latorre is exceptionally well done. The notes are quite condensed (four pages) and there is little attempt made to clear up grammar difficulties. No grammar excercises are included.

The editor does not perhaps distinguish clearly between expressions that should be clarified in the notes and those in the vocabulary. There are several cases such as the explanation of "Baaaucha, guaaarda el tiroón" which could be more fittingly dealt with in a brief note rather than in three different places in the vocabulary.

Some colloquial contractions such as alzā (the editor is not sure it is a Chilean expression and does not know its origin) and p'al sure (the final "e" is a misprint) are not satisfactorily explained. Alzā is a contraction of alzada and is prevalent in Puerto Rico as well as Chile. P'al sur would seem more a contraction of para el sur than por el sur as is explained in the vocabulary. P'al is much used in popular expressions instead of para el. Tras de, a phrase of good Spanish usage, is defined in this vocabulary as behind, while the generally accepted meaning is besides.

Among the inevitable misprints appear: offtimes (in the Preface), and lasase chanzas (for las asechanzas) page 23, line 26. There are also a few errors in accentuation as: jauria, pérdidamente, puntapie, maderamén (all in the vocabulary).

The stories are fairly easy to comprehend with the exception of *El Piloto Oyarzo*, which contains a few nautical terms that may annoy a rapid reader. There is much color and realism in Latorre, and much representative Latin-American life in all three stories. In addition to their artistic value, the Hispanic-American social and political problems of the present day which are found here would undoubtedly lend much vitality to class discussions.

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## Books Received

### FRENCH TEXTBOOKS

- Bement, Newton S., Cours de Revision. New York: Harper and Bros., 1935. Cloth. Price, \$1.60. Preface, pp. ix-xi; lessons I-XXV, 1-159; French grammar, 163-315; tolérances, 316-319; vocabularies, 320-395; synoptic index, 397-402.
- Borglum, George P., and Borglum, Lucy V., Cours Pratique Avancé. New York: Harper and Bros., 1935. Cloth. Price, \$1.60. Lessons I-XXV, pp. 1-229; letters and epistolary formulas, 230-239; vocabularies, 243-373.
- Bovée, Arthur G., and Carnahan, David H., New French Grammar and Composition Book. Boston: D. C. Heath & Co., 1935. Cloth. Illustrated. Price, \$1.36. Preface, pp. v-vii; units i-xvi, 1-163; appendix, 164-173; vocabularies, 175-217; index, 219-222.
- Cattell, James L., and Fotos, John T., Practical Modern French Grammar. New York: Charles Scribner's Sons, 1935. Cloth. Illustrated. Price, \$1.80. Preface, pp. iii-x; pronunciation (including reference table of French pronunciation, phonetic transcription), xvii-xlix; outline of English grammar, l-lvi; classroom expressions, lvii-lix; lessons I-XLII, 1-209; review lessons, 210-228; review lessons on verbs, 229-271; verb-paradigms, 271-288; vocabularies, 289-334; index, 335-339.
- Crist, Clifford M., A Short Review of French Grammar. New York: Oxford University Press, 1935. Cloth. Price, 95 cents. Preface, pp. v-ix; lessons I-XII, 1-92; appendix, 93-152; vocabularies, 153-166; index, 167-170.
- Daele, Rose-Marie (ed.), Short French Poems for Recitation (for Class and Club Use). Introduction by Claudine Gray. Williamsport, Pa.: Bayard Press, 1935. Price (paper), \$1.00; (cloth) \$1.25. Introduction, pp. vii-xii; poems, 1-95.
- Ford, H. E. and Hicks, R. K., *The Reading Approach to French*. New York: Henry Holt and Co., 1935. Cloth. Illustrated, Price, \$1.48. Introduction, pp. ix-xii; phonetic introduction, xv-xxx; lessons I-XIV, 1-335; vocabularies, i-xlv; index, xlvii-xlix.
- France, Anatole, Jean Servien. Edited by Edwin B. Williams. New York: Henry Holt and Co., 1935. Cloth. Map. Price, 96 cents. Text, pp. 3–109; notes, 113–144; vocabulary, i–lxxxiii.
- Goldberg, Morris, Simplified Course in French Idioms. New York: Published by the Author (Steinway Bldg.), 1935. Paper. 40 pp. Price, 50 cents.
- Hartog, W. G., Brush Up Your Children's French (Les Enfants Dupont). Philadelphia: David McKay Co., 1935. Cloth. Illustrated. Price, \$1.00. Preface, pp. v-vi; lessons 1-50, 1-103; French Songs, 103-112.
- Henning, George N. (ed.), Representative French Lyrics of the Nineteenth Century. (Revised edition.) Boston: Ginn and Co., 1935. Cloth. Illustrated. Price, \$1.40. Preface, pp. vii-x; introduction, 1-5; introductions and texts, 7-452; notes, 453-526; explications de textes, 527-535; additional poems recommended for reading, 536-541; selected bibliography, 542-549; French versification, 550-557.
- Jackson, Eugene, and Schwartz, I. A., New Approach to French. New York: Longmans, Green and Co., 1935. Cloth. Illustrated. Price, \$1.44. Preface, pp. v-ix; introduction, xvii-xxv; lessons 1-124, 1-312; French songs, with music, 313-321; appendix, 323-351; vocabularies, 353-381.
- Lévêque, Ernest J., Introduction to French. Garden City, N. Y.: Doubleday, Doran and Co., 1935. Cloth. Price, \$1.40. Pronunciation, pp. 1-11; lessons I-L, 13-208; appendices (verbs, grammar outline, grammatical terms, table of relations between phonetic and traditional spellings, etc.), 209-288; vocabularies, 289-341; index, 343-348.

- Loiseaux, Louis A. (ed.), French Prose for Sight Translation. New York: Columbia University Press, 1935. Paper. Price, 50 cents. Suggestions to the student, pp. v-vi; 75 passages for sight translation, 3-37.
- Magee, Effie, Le Livre Bleu. Philadelphia: David McKay Co., 1935. Cloth. Illustrated. Price, \$1.25. Lessons 1-35, pp. 9-112; verbs, 113-136.
- Magee, Effie, Le Livre Rouge. Philadelphia: David McKay Co., 1935. Cloth. Illustrated. Price, \$1.00. Lessons 1-40, pp. 5-96.
- Magee, Effie, Saynètes. (Petites Pièces pour la lecture ou la représentation.) Philadelphia: David McKay Co., 1935. Cloth. 86 pp. Price, \$1.25.

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- Malot, Hector, Sans Famille. Abridged, simplified, and edited by Ralph W. Haller and Leopold Klein. Boston: Ginn and Co., 1935. Cloth. Illustrated. Price, 80 cents. Preface, pp. iii-iv; text (with footnotes and questions), 1-147; exercises, 149-179; vocabulary, 181-238.
- Malot, Hector, Sans Famille, and Mairet, Jeanne, La Tâche du Petit Pierre. Simplified and edited by Bertha S. Bullard and M. L. Carrel. New York: Charles Scribner's Sons, 1935. Cloth. Illustrated. Price, \$1.00. Preface, pp. iii-iv; text, Sans Famille, 1-54; La Tâche du Petit Pierre, 55-98; exercises, 101-152; vocabulary, 153-184.
- Mercier, L. J. A., College French. New York: F. S. Crofts and Co., 1935. Cloth. Price, \$2.00.
  Preface, pp. v-vi; pronunciation, xv-xxxiii; lessons 1-36, 1-483; appendix, 487-558; vocabularies, 559-629; index, 631-636.
- Roussy de Sales, R. de, Seven Short French Plays. Dallas, Texas: Banks Upshaw and Co., 1935. Paper. Illustrated. Price, 35 cents. Text, pp. 1-43; vocabulary, 45-57.
- Searles, Colbert (ed.), Seven French Plays (1730-1897). New York: Henry Holt and Co., 1935.
  Cloth. Illustrated. Price, \$2.00. Preface, pp. v-vii; introductions and texts (with footnotes) as follows: Le Jeu de L'Amour et du Hasard, 3-64; Zaïre, 67-134; Le Mariage de Figaro, 137-270; Hernani, 273-392; Le Gendre de M. Poirier, 395-473; Les Corbeaux, 477-586; Cyrano de Bergerac, 589-749; vocabulary, i-xciv.
- Ségur, Mme la Comtesse de, Memoires d'un Âne. Edited by Louisa Viggiani-Shultz. New York: Harper and Bros., 1935. Cloth. Illustrated. Price, \$1.00. Foreword to teachers, pp. xi-xv; text, 3-122; exercises, 125-266; verb-forms, 269-279; vocabulary, 283-321.
- Seronde, Joseph, and Peyre, Henri (eds.), Three Classic French Plays. Boston: D. C. Heath and Co., 1935. Cloth. Illustrated. Price, \$1.16. General introduction, pp. 1-7; bibliography, 8-9; introduction to Corneille's Le Cid, 10-18; explication de texte, 19-22; text (with footnotes), 23-100; introduction to Molière's Les précieuses ridicules, 103-108; text, 109-145; introduction to Racine's Andromaque, 147-154; text, 155-221; vocabulary, 223-253.
- Turnbull, Strachan, On frappe les trois coups! New York: Oxford University Press, 1935.
  Linen. Illustrated. Price, 50 cents. Seven dramatic sketches, pp. 9-56; French games, 57-59; exercises, 60-67; vocabulary, 68-80.
- Wiley, W. Leon, and Grubbs, Henry A., Minimum French. New York: F. S. Crofts and Co., 1935. Cloth. Price, \$1.30. Preface, pp. v-vi; pronunciation, ix-xv; lessons, 1-16, 1-112; verbs, 113-124, vocabularies, 125-140; index, 141-142.
- Wolfner, Bessie J., and Emery, Dorothy M., Laboratory Manual of First Year French. New York: Inor Publishing Co., 1933. Paper. Vol. I (Lessons 1-46), xii, 120 pp. Price, 65 cents. Vol. II (Lessons 47-75), xii, 80 pp. Price, 50 cents.

#### GERMAN TEXTBOOKS

Betz, Frederick, and Price, William R., Learning German: A First Book. New York: American Book Co., 1935. Cloth. Illustrated. Price, \$1.44. Preface, pp. v-viii; Part One (Grammar Lessons 1-57), 1-395; verbs, 396-401; Part Two (Reader), 403-514; questions, 415-527; vocabularies, 529-572; index, 573-575. Curts, Paul Holroyd (ed.), Readings in Scientific and Technical German. New York: Henry Holt and Co., 1935. Cloth. Illustrated. Price, \$1.75. Introduction, pp. xi-xiii; text (with

footnotes), 1-284; vocabulary, i-cxxiii.

Diamond, William, Reinsch, F. H., and Schomaker, C. B. (ed.), Kleiner Garten. (A German Literary Reader for Beginners.) New York: Henry Holt and Co., 1935. Cloth. Price, 88 cents. Preface, pp. v-vi; text (with footnotes and exercises), 1-103; vocabulary, i-xli.

Elz, Alexander, Er is nicht eifersüchtig. Edited by Isidore Goldstick. Toronto: Copp Clark Co., 1935. Linen. Price, 60 cents. Introduction, pp. iii–vi; text, 1–35; exercises, 36–58;

vocabulary, 59-83.

- Ernst, Paul, *Der Schatz im Morgenbrotstal*. Edited by J. E. Massen. New York: Oxford University Press, 1934. (Oxford Rapid-Reading German Texts.) Linen. Price, 35 cents. Preface, pp. 3-5; text (with word-lists), 7-45; exercises, 46-49; vocabulary, 50-59.
- Gates, Clifford E., Im Herzen Europas. Boston: Ginn and Co., 1935. Cloth. Illustrated. Price, \$1.32. Preface, pp. v-vi; readings (with footnotes), 1-124; Deutsche Humor, 125-130; questions and exercises, 131-155; vocabulary, 157-224; list of strong and irregular verbs, 225-228.
- Hieble, Jacob (ed.), Freudvoll und Leidvoll. (Short Stories by Rudolf Herzog.) New York: Henry Holt and Co., 1935. Cloth. Price, 96 cents. Introduction, pp. vii–xv; text (with notes and exercises), 1–142; vocabulary, i–lxiii.
- Kastner, Erich, Das fliegende Klassenzimmer. Edited by Edwin H. Zeydel. New York: F. S. Crofts and Co., 1935. Cloth. viii, 226 pp. Price, \$1.25. Note on the author, p. viii; text, pp. 1-139; notes, 141-155; questions and exercises, 157-165; vocabulary, 167-226.
- Kyber, Manfred, *Tiergeschichten*. Edited by Edmund P. Kremer. (Enlarged edition.) New York: Prentice-Hall, Inc., 1935. Cloth. Frontispiece. Price, \$1.20. Introduction, pp. ix-xv; text, 1-79; Notes, 83-87; questions and exercises, 89-112; vocabulary, 117-159.
- Müller-Partenkirchen, Fritz, Kaum genügend Schulgeschichten. Edited by Hedwig G. Leser. New York: Henry Holt and Co., 1935. Cloth. Price, 88 cents. Introduction, pp. ix-xv; text (with footnotes), 1-69; exercises, 71-76; vocabulary, i-xlix.
- Schaffrath, William (ed.), Alte Jugend-Freunde. New York: Prentice-Hall, Inc., 1935. Cloth. Illustrated. Price, \$1.50. Biographical sketches, ix-xii; texts (with questions and exercises), 1-218; vocabulary, 219-356. (Contains Immensee, Germelshausen, L'Arrabbiata, Einer muss heiraten!, Balladen.)
- Schinnerer, Otto P., Beginning German. New York: The Macmillan Co., 1935. Cloth. Illustrated. Price, \$1.60. Preface, pp. v-xii; introduction, 1-7; lessons I-XXIV, 1-207; poems, 209-218; idioms, 221-223; vocabularies, 225-253; index, 255-256.

#### ITALIAN TEXTBOOK

Marinoni, A., Vita italiana. New York: Henry Holt and Co., 1935. Cloth. Illustrated. Price, \$1.12. Text (with vocabularies), pp. 1-129; exercises, 133-166; crossword puzzles, 167-187; vocabulary, i-xxix.

SPANISH TEXTBOOKS

Arjona, Doris K., and Fishtine, Edith (eds.), Cuentos contemporáneos. New York: W. W. Norton and Co., 1935. Paper. Price, \$1.05. Introduction, pp. ix-xxi; bibliography, xxiii; text, 1-111; notes, 112-126; vocabulary, 127-182.

Baker, Florence M., Friedman, Rosa L., Arjona, Doris K., and Pérez Carvajal, Esther, Spanish Progress Tests (to accompany Spanish Book One). Chicago: Scott, Foresman and

Co., 1935. Paper. iv, 76 pp. Price, 28 cents.

Boggs, Ralph S., and Castillo, Carlos, Leyendas épicas de España. Boston: D. C. Heath and Co. (Heath-Chicago Series), 1935. Cloth. Illustrated. Price, \$1.20. Introduction, pp. vii-xlv; text (with introductions and footnotes), 1-173; vocabulary, 175-221.

Brett, Lewis E. (ed.), Nineteenth Century Spanish Plays. New York: D. Appleton-Century Co., 1935. Cloth. Price, \$6.00. (Two volume edition, \$3.25 each volume.) Translation

hints, p. vii; introduction, pp. 3-10; general bibliography, 10-11; texts (with introductions and footnotes), 13-888.

Johnston, Edith, Regional Dances of Mexico. Dallas, Texas: Banks Upshaw and Co., 1935.
Cloth. Illustrated. Price, \$1.28. Preface, pp. iii-vi; descriptions of dances, with music, 1-58; supplement for club use, 59-74; bibliography, 75-77; glossary of Spanish and Indian terms, 77-78.

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Leavitt, Sturgis E., and Stoudemire, Sterling A., Elements of Spanish. New York: Henry Holt and Co., 1935. Cloth. Map. Price, \$1.16. Preface, pp. v-vii; lessons I-XXX, 1-117; appendix, 121-133; vocabularies, i-xxvi; index, xxvii-xxviii.

Moreto, Agustín, El desdén con el desdén. Edited by Willis Knapp Jones. New York: Henry Holt and Co., 1935. Cloth. Frontispiece. Price, \$1.00. Introduction, pp. ix-xxxvii; text (with footnotes), 1-131; questions, 133-136; vocabulary, i-xxxi.

Northup, George Tyler, Selections from the Picaresque Novel. Boston: D. C. Heath and Co., 1935. Cloth. Price, \$1.12. Introduction, pp. iii-ix; text, 3-148; notes, 149-202; vocabulary, 203-267.

Palacio Valdés, Armando, Selections from Palacio Valdés. Edited by Glenn Barr and Harry James Russell. New York: American Book Co., 1935. Cloth. Illustrated. Price, \$1.00 Introduction, pp. ix-xii; bibliography, xiii-xiv; text (with footnotes), 1-127; exercises, 129-151; vocabulary, 153-238.

Parker, Eugene F., Fernández Mathews, Aristides, and Fernández Vallespín, María, Un año memorable. (Grammar, composition, conversational text.) Boston: Ginn and Co., 1935. Cloth. Illustrated. Price, \$1.40. Introduction, pp. v-viii; descriptive notes, xv-xxiii; parallel readings, xxv-xxvi; lessons I-XXX (with grammar reviews), 1-247; appendix, 249-272; vocabularies, 273-334; index, 335-338.

Pittaro, John M., and Green, Alexander, Veinte cuentos divertidos. Boston: D. C. Heath and Co., 1935. Cloth. Illustrated. Price, \$1.12. Preface, pp. iii-vii; readings (with footnotes, collateral reading, and exercises), 1-154; vocabulary 155-187.

### MISCELLANEOUS

Anderson, Marjorie, and Williams, Blanche C., Old English Handbook. Boston: Houghton Mifflin Co., 1935. Cloth. 503 pp. Price, \$3.00.

Bertaux, Felix, A Panorama of German Literature, 1871-1931. Translated by John J. Trounstine. New York: McGraw-Hill Book Co., 1935. Cloth. 332 pp. Price, \$2.75.

Brody, Alexander, The American State and Higher Education. Washington: American Council on Education, 1935. 251 pp. Price (cloth), \$1.50; paper, \$1.00.

Cuthbertson, Stuart, The Poetry of José Mármol. Boulder, Colorado: University of Colorado, 1935. Paper. 194 pp. Price, \$2.00.

Doyle, Henry Grattan, A Bibliography of Rubén Dario. Cambridge: Harvard University Press (Harvard Council on Hispano-American Studies), 1935. Paper. 28 pp. Price, 50 cents.

Doyle, Henry Grattan, A Tentative Bibliography of the Belles-Lettres of the Republics of Central America. Cambridge: Harvard University Press (Harvard Council on Hispano-American Studies), 1935. Paper. xviii, 136 pp. Price, \$1.50.

Einstein, Lewis, The Italian Renaissance in England: Studies. New York: Columbia University Press, 1935. Cloth. Illustrated. 420 pp. Price, \$3.50.

Fraser, Ian Forbes, Bibliography of French Canadian Poetry. (Part 1: From the Beginnings through the École Littéraire of Montreal.) New York: Institute of French Studies (Columbia University), 1935. Paper. vi, 105 pp. Price, \$1.25.

Frederick, Robert W., and Smith, Virginia B., Social Language: An Introductory Course for Foreign Language. New York: Inor Publishing Co., 1935. Cloth. Illustrated. xxi, 203 pp. Price. \$1 10

Grismer, Raymond L., A Bibliography of Articles and Essays on the Literature of Spain and

- Spanish America. Minneapolis: Perine Book Co., 1935. Paper. (Mimeographed.) xx, 423 pp. Price, \$3.00.
- Hagboldt, Peter, Language Learning. Chicago: University of Chicago Press, 1935. Cloth. 165 pp. Price, \$1.50.
- Haring, C. H., South American Progress. Cambridge: Harvard University Press, 1934. Cloth. 241 pp. Price, \$2.50.
- Le Gentil, Georges, La Littérature Portugaise. Paris: Librairie Armand Colin, 1935. Paper. 208 pp. Price, 10 fr. 50.
- Madách, Imre, The Tragedy of Man: A Dramatic Poem. Translated from the Hungarian by Charles H. Meltzer and Paul Vajda. New York: The Macmillan Co., 1935. Cloth. Illustrated. xxx. 241 pp. Price, \$2.50.
- Madariaga, Salvador de, Don Quixote: An Introductory Essay in Psychology. New York: Oxford University Press, 1935. Cloth. 159 pp. Price, \$2.50.
- Marshall, Roderick, Italy in English Literature, 1755-1815. New York: Columbia University Press, 1934. Cloth. 432 pp. Price, \$3.50.
- Milléquant, Paul, Tableau de la littérature française du Romantisme à nos jours. Berlin-Schoeneberg: Langenscheidte Verlagsbuchhandlung, 1935. Cloth. 215 pp. Price, RM 3.75.
- Millspaugh, Arthur C., Haiti Under American Control (1915-1930). Boston: World Peace Foundation, 1931. Cloth. 253 pp. Price, \$2.50.
- Moore, A. P., The "Genre Poissard" and the French Stage of the Eighteenth Century. New York: Institute of French Studies (Columbia University), 1935. Paper. vi, 422 pp. Price, \$2.75.
- Munro, Dana G., The United States and the Caribbean Area. Boston: World Peace Foundation, 1934. Cloth. 322 pp. Price, \$2.00.
- Sainte-Beuve, A.-C., Pages choisies de Port-Royal. Introduction et notes par Maurice Allem. Paris: Garnier Frères, 1935. Paper. 2 vols. Vol. 1, xviii, 378 pp. Vol. 11, 376 pp. Price, 12 francs each.
- Sales, Saint-François de, Introduction à la Vie dévote. Avec un avant-propos et des notes de Charles Forot. Paris: Garnier Frères, 1935. Paper. xv, 342 pp. Price, 9 francs.
- Salvatore, Paul J., Favart's Unpublished Plays: The Rise of the Popular Comic Opera. New York: Institute of French Studies (Columbia University), 1935. Paper. xiv, 407 pp. Price, \$2.75.
- Schiaffini, Alfredo, Tradizione e poesia nella prosa d'arte italiana dalla latinità medievale a G. Boccaccio. Genova: degli Orfini, 1934. Paper. 287 pp. Price, 15 lire.
- Stansbury, Milton H., French Novelists of Today. Philadelphia: University of Pennsylvania Press, 1935. Cloth. 220 pp. Price, \$2.00.
- Torres-Rioseco, Arturo, y Silva Castro, Raúl, Ensayo de bibliografia de la literatura chilena. Cambridge: Harvard University Press (Harvard Council on Hispano-American Studies), 1935. Paper. x, 71 pp. Price, 75 cents.
- Vittorini, Domenico, The Drama of Luigi Pirandello. Philadelphia: University of Pennsylvania Press, 1935. Cloth. Frontispiece. 351 pp. Price, \$3.00.
- Weekley, Ernest, Something About Words. New York: E. P. Dutton and Co., 1935. Cloth. 233 pp. Price, \$1.75.
- Wolfe, Humbert, Ronsard and French Romantic Poetry. (Zaharoff Lecture for 1934.) New York: Oxford University Press, 1935. Paper. 31 pp. Price, 70 cents.